

Bitterne C of E Primary School



Policy for Music

Headteacher

Andy Peterson

At Bitterne CE Primary School, we will inspire children to develop a love of music and their talent as musicians, as we believe that this will increase their self-confidence, creativity and sense of achievement. Through high quality lessons, we will encourage children to ask questions about music in an enquiry-based approach, leading to a high-level of achievement in music and preparing them well to contribute to the wider society in which they live.

Reviewed by	Leadership Team and Full Governing Board	Authorised by	Leadership Team
Last Review	September 2019	Date	June 2021
Next Review	July 2024	Review Cycle	3 yearly

Signed by Chairs of Governors

Amanda Humby on behalf of Bitterne CE Primary School

The Nature of Music at Primary School

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'
National Curriculum music purpose of study 2014

The Nature of Music at Bitterne CE Primary

At Bitterne CE Primary school, we facilitate the children's enquiry of music through the school's Christian values of Love, Trust and Forgiveness. We believe that music has the potential to teach the children how to be creative. Through love, the children will develop an enthusiasm for how music is created, produced and communicated. In trust, the children will learn about how to be respectful when reviewing music created by others, including across a range of historical periods, genres, styles and traditions. Through forgiveness, the children will learn about how to respectfully create music alongside others and how their own choices can lead them to develop their excellence in music.

The National Curriculum

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations;

NC 2014 aims

Music in the Early Years

- Being imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, **music**, dance, role play and stories.
- Exploring and using media and materials - Children **sing songs, make music** and dance, and experiment with ways of changing them.

Music in Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Music in Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Delivery of Music at Bitterne CE Primary School

Curriculum music is delivered using a scheme of work created by Showcase Music School – *Discover the Music*. A progressive programme of learning is covered, in line with the expectations of the National Curriculum

In Key Stage 2, children receive weekly music lessons taught by specialised music teachers from Showcase Music School. Each year group learn to play an instrument as part of their core learning:

- Year R – Voice | Tuned Percussion | Un-tuned Percussion
- Year 1 & 2 – Voice | Recorder | Percussion
- Year 3 – Ukulele | Voice | Percussion
- Year 4 – Percussion | Culture such as Samba, African Drumming
- Year 5 & 6 – Orchestral / Advanced Instruments

Each instrument choice is tailored to ensure children meet the requirements of the curriculum.

In Key Stage 1 and EYFS class teachers are also provided with *Discover the Music* planning to ensure all children across the school benefit from the same scheme of work and progression of skills. By ensuring all children learn from the same scheme of work, there is a broad, inclusive, 'deep dive' ready and enriching musical programme for every child.

Class teachers in EYFS and KS1 are mentored by Showcase with support and easy to teach planning. *Discover the Music* offers teaching staff the opportunity to recognise the skills being taught in each year group while offering mentoring and CPD to those class teachers with less experience.

Showcase Music School provide an offering of Instrumental and Singing lessons, singing and drumming clubs for children to access throughout the school week both in and out of school hours.

Children are also encouraged to join an ensemble group as part of their learning to broaden their experiences further.

As well as coverage within curriculum lessons, singing is used heavily in Collective Worship delivered by the Music Leader each week, where the children are provided with opportunities to:

- Join in with group singing, building a repertoire of songs.
- Use chants and rhymes to build rhythmic capability.
- Sing unison songs with control and simple rounds with an awareness of how the part should fit.
- Sing with increasing awareness of pitch, demonstrating the shape of the melody
- Maintain parts with support in songs, rounds, and part songs
- Confidently sing a variety of songs from different genres with accuracy of pitch
- Confidently and fluently sing in tune with clear diction, breath control and tone
- Sing with increasing understanding of expression and confidence

Planning

Discover the Music is presented to schoolteachers and Showcase Music School teachers via an online website. Within the website there are:

- Weekly lesson pages with all the interactive resources including notation, listening exercises, printable display sheets and the planning documents required to teach the lessons.

All curriculum teaching is delivered using the website making music accessible for all involved including SLT, class teachers, showcase teachers and the children. By using the website, the school workforce is able to access it at any time using a secure login.

Providing appropriate delivery of Music

Teachers should aim to promote a positive attitude towards music as well as further developing the Christian ethos of the school. (Love, Trust and Forgiveness)

Children should be encouraged to:

- Continue to develop a **love** and enthusiasm for music;
- Be respectful when working with others: **trust** that others comments and suggestions are to ensure a positive outcome in the development of their musical ability;
- Be able to show **forgiveness**, when other pupils may have a different understanding of music, and support them in their development.

These qualities will be developed by the teacher both by encouragement and by example.

Assessment and recording

Assessments are provided via *Discover the Music* in the form of a shared google spreadsheet which details the following data for each child:

- Unit assessments / statements of achievement graded by the teacher.
- Information about children who take part in extracurricular music making such as lessons / clubs.
- Ability data – such as a child's academic ability in core subject's vs a grading for music – we understand that a child who may struggle in Maths or English, may thrive in music and that musical ability should not be judged on academic ability.

The spreadsheets form ongoing working documents that follow the children through their school journey and can be accessed by SLT, class teachers and Showcase teachers and is always accessible.

Specialist music teachers will provide end of year reports for individual children - who receive peripatetic lessons- that will describe the child's progress throughout the year.

Inclusion in Music

All children in our school have access to high quality music teaching every week.

Every child must have equal opportunity to access music and succeed. This should be achieved by providing quality teaching with clear and appropriate support and challenge, the accurate use of on-going assessment and prompt high-quality feedback.

- Allow all abilities of children access to a music education, differentiating where necessary to provide for those individuals with special educational needs.
- Promote accelerated learning of able and talented children to ensure that these pupils develop their potential.
- Enable children of differing gender and ethnic backgrounds access to a music education.
- Ensure teaching 'bridges the gap' for children who may struggle in a range of subjects.

Children who are sensitive to noise can wear ear defenders, as needed, but this will be in agreement with the class teacher and parents.

Performance of Music

Children are encouraged to perform and share their achievements with an audience. This measures the wider impact of music such as with a boost of esteem, pride and wellbeing for children.

Children have had the opportunity to take part in performances within our own school and in partnership with Showcase Music School. In school, there is an annual performance for peripatetic children.

Showcase Music School performances include:

- Termly performances to parents
- Performances at the Southampton Mayflower Theatre, London's O2 Arena, Disneyland Paris and more as many children are members of the Showcase Music School local orchestras and choirs.

Through Covid-19 children have taken part in virtual music making projects such as the Virtual Youth Orchestra, Virtual Youth Choir and free weekly singing assemblies while working from home.

Links Across the Curriculum

Links to English

Music contributes significantly to the teaching of English by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Links to Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Music is often linked with mathematics, as the rhythm and structure of music is mathematically based.

Links to Information and communication technology

ICT will be used in music where appropriate, for example, children can use computer programmes to compose music.

Links to personal, social and health education and citizenship

Through the common goal of making music, children learn to work effectively with other people, and build good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in developing self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Links to speaking and listening and spoken language.

All adults model and develop children's speaking and listening by talking to children, asking questions, modelling new vocabulary and helping children to express their ideas orally. There should be planned opportunities to develop skills in speaking and listening. Music teachers should be good role models for the correct use of musical vocabulary.

Health and safety

- The school piano must never be moved by children or by adults unaided.
- Children must never share recorders or any other blown instrument. When instruments are loaned to individual players, the instrument should be disinfected.
- Keyboards must be stored safely and the adaptors safe to use.
- Teachers should inform music leader of any broken or damaged instrument.
- *Through Covid-19, alternate provision has taken place to ensure children still receive weekly music lessons either in person or via online live learning. Children have used increased drumming and other skills while unable to play wind or brass instruments, or singing. Careful risk assessments and ongoing discussions are always in place to mitigate all risks to the higher level, while ensuring children are still able to access the benefits of an enriching music education.*

Resources

The school have a range of looked after instruments including:

- Recorders
- Percussion instruments including African drums, Tabla, Boomwhackers and plastic drumming tubs
- Keyboards
- Hand bells and more

Showcase Music School provide children with instruments including:

- Ukuleles
- Recorders
- Orchestral Instruments
- Instruments for Peripatetic lessons

All instruments are kept safe within the school music room.

Leadership of Music

[Please see the Curriculum Leadership Overview for full details of the Subject Leader's role and how this relates to the wider Leadership structure].

The music subject leader should:

- Clearly communicate an ambitious vision for music, providing inclusive education to all pupils
- Complete a current subject Raising Attainment Plan (RAP) securely based on accurate evaluation of the school's strengths and areas to develop.
- Ensure full curriculum coverage in every year group. Within this, the subject lead should ensure skills progress from year group to year group and topic to topic.
- Be relentless in ensuring that the music in the school follows this policy, which will result in greater consistency in the teaching and learning for music.
- Monitor the Behaviour and Attitudes of children within music and review where provision could be adapted to encourage enjoyment and engagement within the subject.
- Undertake regular monitoring activities for music (undertake learning walks, pupil conference, data analysis, work sample, planning scrutiny etc).
- Proactively seek opportunities to develop the music curriculum within the local community of the school, including involving parents, carers and local services where relevant.
- Report on the standards of music to the Governing body, in meetings with the link Governor for music.

Evaluation questions for Governing Body

1. What is the impact of sharp monitoring and checks (deep dive model) on the quality of teaching in music with a focus on more able, Pupil Premium and SEND?
2. What evidence is there to prove judgements by the music leader on teaching (lesson observations with Showcase Music School/ work scrutiny/ planning scrutiny/ data) are accurate and based on the progress pupils make?
3. What evidence is there to show that the music leader can communicate strengths and key areas for development linked to their responsibility and what impact their own actions have had over time?
4. What evidence is there of impact on achievement and value for money for music – Showcase Music School delivery of the curriculum in KS2, support provided to KS1 and EYFS, peripatetic teaching and music clubs?
5. What evidence is there that the web page for music on the school's website is up to date and meets statutory requirements?

This policy will be reviewed every 3 years or sooner as appropriate.