

Brookfield Primary School Policies – Music Policy



Brookfield Primary School

Record of Policy Amendment / History

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BROOKFIELD PRIMARY SCHOOL

Music Policy

Intent

Our curriculum goes beyond a plan of what will be taught and when it will be taught. It covers all the experiences a child receives under our guidance. As educationalists we take our responsibility for the future of our young learners very seriously. Our curriculum will ensure that our children become confident, independent, resilient, curious learners with self-belief and our school ethos fully supports this. Our aim is for every child "To Be The Best They Can Be". Our intent is to develop a lifelong love of learning, enriching every child's school experience. We will enrich the lives of our children ensuring that they have an appreciation and sense of fulfilment from the world around them. At the heart of our curriculum is our intent to provide each child with the essential fundamentals in music. Brookfield Primary School prides itself on valuing music education and strongly believes that it strengthens relationships, improves well-being and enhances the ability to 'think and grow'.

Implementation

At Brookfield Primary School, we follow the Charanga scheme and this ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play an instrument, from all four main instrument groups. In doing so they understand the different principles of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.



Teaching and Learning Music in the Early Years

We teach music in Reception classes as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Key Stage One and Two Curriculum

Our school uses the Charanga scheme (from Durham Music Service) as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Additional music teaching

Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the whole school takes part in a musical performance of some kind. At other times of the year e.g. Harvest, Easter and class assemblies, year groups or the whole school get together to provide appropriate musical entertainment.

Brookfield Primary school currently welcomes a range of external providers who work with the different year groups for a number of weekly sessions over the school year. Examples of external providers are:

RockSteady

Young Voices

Derbyshire Music Partnership



Resources

The following resources are available to aid the teaching of music at Brookfield Primary School;

- Charanga music scheme – all teachers and TA's have individual logins
- sound system, laptop and projector in the hall
- a selection of un-tuned percussion instruments
- tuned instruments – glockenspiels and recorders

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons.

Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- discusses progress with the Head Teacher and evaluates strengths and weaknesses in music;
- reviews the success of the Charanga music scheme and reviews evidence of children's work;
- arranges external music providers to work with different year groups;



K Green Music Subject Leader

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