



Rich fields of learning



# Music Policy

## Contents

1. Subject Statement
2. Teaching and Learning
3. Assessment
4. Planning and Resources
5. Organisation
6. EYFS
7. KS1 and KS2
8. Equal Opportunities
9. Inclusion
10. Role of the Subject Leader
11. Parents

## Music Statement

### Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Butterknowle Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Butterknowle Primary School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

## **Implementation**

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments e.g. Guitars, Ukulele, Djembe. 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 doing so understand the different principle 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 sing and feel a pulse. They understand how to further develop skills less known to them, should they ever develop an interest in their lives.

## **2. Teaching and Learning**

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student's time at Butterknowle Primary School. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Teaching is activity based. Each half term, or sometimes term, children work towards a goal. This will culminate in either a performance to the class or the playing of a piece with the class as a whole.

## **3. Assessment**

Children display ability in music in as many ways as there are ways to be involved in music, therefore the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Pupils are also assessed individually when performing, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each student, and the audience.

#### **4. Planning and Resources**

Planning and resources for classroom music are the responsibility of the class teacher alongside the expertise of a specialist teacher through DMS (Durham Music Service).

#### **5. Organisation (e.g. blocks or weekly lesson)**

Music lessons are weekly and half an hour in length.

There are regular opportunities for children at Butterknowle Primary School children to take part in each year, and also opportunities that might happen just once. The responsibility for the organising of these is dependent on where and what the performance is.

#### **6. EYFS**

Music for EYFS students has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each student will lead the class in singing, and all will learn to be led by their peers. Songs are linked to class topics when appropriate.

There is an annual Christmas show that the students rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

#### **7. KS1 and KS2**

In KS 1 this is extended upon, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. In year 2, students play a soundtrack to a story that is rehearsed and then performed. This musical landscape involves singing, movement, body percussion and playing instruments.

Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition. There are both performances to classmates, and parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others' music, and their own compositions.

#### **8. Equal Opportunities (e.g. Gender, race)**

The music curriculum adheres to the Butterknowle Primary School Equal Opportunities Policy. The music curriculum considers issues of difference: gender, race and ethnicity, and class.

Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

## **9. Inclusion (e.g. EAL/SEN/PPG/Provision for HA)**

The music teacher supports and facilitates access to the music curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at Butterknowle Primary School is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is.

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is done by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- \*Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allows students to access music in the most preferable or suitable way for each individual.

## **10. Role of the Subject Leader The role of the music co-ordinator is:**

- Writing and delivery of music classes
- Preparation and delivery of both KS1 and KS2 music assemblies
- Coordinate and stage two school concerts per year. These concerts are to showcase work from students who have learnt an instrument in school, or participated in one of the school ensembles.
- Liaise with peripatetic staff about any concerns or issues, and then with SMT as required.
- Order and maintain musical equipment.
- Create appropriate displays and posters in and around school.
- Liaise and maintain a good working relationship with the Durham Music Service.
- Ensure a living and healthy musical environment exists at the school.

**11.** Parents and carers are invited and encouraged to attend any one of a number of concerts and performances throughout a child's time at Butterknowle Primary School.

