



Broom Barns School Stevenage.

Music Policy

July 2024 to 2027

Introduction

Music is essentially a practical subject which should be enjoyed by all. From an early age, children have an awareness of pulse, pitch and sounds around them and these should be developed on entry to school. The overall aim of the music curriculum is to cultivate musicianship skills alongside social, emotional, intellectual and physical development of all children. Through the development of musicianship, we believe that we will increase our children's capacity to learn in all curriculum areas.

Aims

- To ensure that the statutory requirements of the National Curriculum are met
- To develop imagination and creativity
- To develop awareness of a variety of music traditions, cultures and historical contexts
- Explore musical skills and concepts through **singing, playing and performing, composing, listening and appraising.**

Musical skills and concepts

Children learn and explore the inter-related dimensions of music: pitch, pulse, rhythm, tempo, dynamics, timbre, and structure in the following ways:

Singing, playing and performing skills

We use singing as our starting point, gradually introducing instrumental work. Children enjoy rehearsing and performing with others.

Improvising, arranging and composing skills

In the context of songs and games, children will improvise and create new ideas regularly. As these skills are developed, composition is introduced. Ideas are recorded in a variety of ways (sound recorders, video, pictorial and traditional notation).

Appraising skills

Children will be given the opportunity to express their own ideas and feelings about music using: music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident evaluating and suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will learn that time, place and circumstance can influence the way music is created, performed and heard.

Approach

Music is taught throughout the school by all members of staff. Progression of skills in music, is our priority and where possible cross curriculum links will be made. In addition to music lessons, KS1 and KS2 participate in weekly singing assemblies. As a school we are, currently, following the Model Music Curriculum (MMC) within the Charanga music scheme, which provides a structured programme from Foundation to Year 5, with Year 6 studying the Charanga original scheme.

Foundation Stage Music

Music is an integral part of every day and children learn to love singing. Skills and concepts are often taught subconsciously through play. Music making is encouraged during child initiated learning.

Key Stage 1

Children begin to follow a more structured curriculum with more emphasis on conscious learning of the skills and concepts. Much of the learning is very practical through, songs, dance and games using the MMC on Charanga.

Key Stage 2

Skill and concept learning continues alongside the introduction of two part work, composition and notation. Lessons continue to be very practical through songs, dance and games using the MMC on Charanga.

Instrumental Tuition

Year 4 have weekly violin lessons delivered through specialist music teachers. This is provided as First Access, a national programme, which has evolved from the government's pledge that "over time, all pupils in primary schools who wish to will have the opportunity to learn a musical instrument."

Pupils across years 5 and 6 are able to participate in individual instrument tuition and are encouraged to demonstrate their newly acquired skills by performing in class assemblies and concerts.

Equal Opportunities

As a school, we are committed to ensuring that all pupils have equal access to the music curriculum, irrespective of gender, cultural and linguistic background, social class, religion or ability.

Resources

- Instruments are organised in a music cupboard within the hall. The school's tuned violins and hired cellos are stored in the music section of the hall.
- During CIL, EYFS music instruments can be found in the outdoor learning environment.
- KS1 & KS2 follow the MMC via Charanga. The soecific units are identified on the Curriculum Map.
- Our CD collection and song books are kept in the music cupboard in the hall for assemblies, festivals and school performances.
- A music sound system is available in the hall.

Roles and responsibilities

The Music Subject Leader

- Provide leadership in music by keeping up to date and well informed about local and national projects and developments
- Monitoring the delivery and success of the music curriculum
- Offering advice to staff as needed
- Buying resources from an allocated budget and to co-ordinate their distribution and maintenance
- Reviewing the music policy and scheme of work

The Headteacher

- Co-ordinating peripatetic tuition
- Support staff development and in service training

The Class Teacher

- Be responsible for and ensure the teaching of music as set out in this policy

Assessment

Assessment will form an integral part of the teaching and learning of music and we use the National Curriculum alongside Charanga's assessment criteria. To achieve this, we observe children's learning and performing, listen to their responses and examine work produced.

To be reviewed July 2027