Brookburn Primary School

Policy for
Music
POLICY FOR MUSIC

Document Purpose
This document reflects the values and philosophy of Brookburn Primary School in relation to the teaching and learning of Music. It provides a framework within which all staff work and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Manchester Primary Music Programme – Music in the Classroom, which has been adopted by the school, and can be used as a springboard to develop the individual teacher’s ideas in a personal way within the school’s guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children’s skills and needs in Music at that particular time.

Audience
This document relates to pupils in Key Stages 1 and 2 as well as children in Foundation and Reception

This policy is intended for all teaching staff and staff with classroom responsibilities, the School Governors, parents, inspection teams and LEA Advisers and Inspectors.

This policy document, after presentation to, and agreement by, the staff and Governing Body, is distributed to all teaching and non-teaching staff and the School Governors. Such distribution ensures the accessibility of the document to visiting teachers, for example Outreach/Support Staff and to parents. Extra copies are available from the Music Coordinator.

Philosophy
Music is a powerful, unique form of communication that can change the way children feel, think and act. As an integral part of culture, past and present, it can help children to understand themselves and relate to others. The teaching of Music develops children’s ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of music-making, helping children to acquire a sense of group identity and togetherness. Music increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Subject Aims
Music is a non-core Foundation subject within the National Curriculum. The aims of teaching Music are consistent with Brookburn Primary School’s philosophy and take account of the LEA Curriculum Policy Document.

The main aim of Music education is to develop children’s sensitivity to, and their understanding of, music, through an active involvement in performing and composing, listening and appraising.
When teaching Music we aim to:

- develop pupils’ understanding of a wide range of music
- develop and extend children’s own interests
- increase pupils’ ability to make judgements on musical quality
- aid the children to acquire the knowledge, skills and understanding needed to make music, for example in community music-making
- develop the pupils’ skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, aesthetic sensitivity, perseverance, self-confidence and perception
- promote positive attitudes towards, and enthusiasm for, music work in school
- develop children’s social skills and awareness when they make music together
- develop each of the interrelated skills of performing, composing and appraising in all activities.

Children at Brookburn Primary School follow Manchester Primary Music Programme, which corresponds to the National Curriculum for Music, and work at levels appropriate to their ability. It is expected that most children will achieve the standard relevant to their age group.

Objectives

In the teaching and learning of Music, we can identify a number of objectives.

The children should have the experience to enable them to:

- listen and respond physically to many different kinds of music with increasing confidence, skill and expression
- play musical instruments and sing a variety of songs from memory
- add accompaniments
- create, improvise and develop short compositions, with increasing confidence, imagination and control, performing to a group or class
- explore, and enjoy, the way sounds and silence can create different moods and effects
- explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from varying cultures and times.

Music support, through the provision of specialist support from the Music Service working alongside class teachers, can be offered. In addition to these experiences, extra-curricular clubs and peripatetic tuition are also offered to children, to enhance the Music Curriculum. At present, the children are offered peripatetic tuition in Strings (from Y3), Woodwind (from Y4), Guitar (from Y5) and Steel Pans (in Y6). The school also currently runs a choir (for Years 5 and 6), drumming class (for Y5) and an after school Rock Band (for all musicians in Y5 and Y6). The school also has a Christmas Carol club each year (for all KS2 children) to teach the songs historically associated with Christmas. Years 3 and 4 also provided with harmonica tuition in order to meet the Wider Opportunities expectations of the Music Service.

National Curriculum

The subject consists of Programmes of Study, Level Descriptions and one Attainment Target. Of the eight Level Descriptions, six are deemed relevant to the Primary years. The Level Descriptions set out the standard of performance expected of the majority of children at the end of each Level. The Attainment Target is divided into a number of strands throughout Key Stage 1 and 2 and is organised into levels of increasing challenge.
The children undertake a balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Most children should achieve Level 2 by the end of Key Stage 1 and Level 4 by the end of Key Stage 2.
**Foundation Stage**
During the Foundation Stage, young children are given the opportunities within the Early Learning Goals for Creative Development. They are taught to recognise and explore how sounds can be changed, sing simple songs from memory, identify repeated sound patterns, and match movements to music.

**Key Stage 1**
During Key Stage 1, pupils build on their natural enthusiasm for music, using this enthusiasm to listen, and respond physically, to a wide range of music. Children explore and enjoy sounds, creating different moods and effects. They play musical instruments, sing songs from memory and create accompaniments with increasing confidence.

**Key Stage 2**
During Key Stage 2, pupils sing songs, and play instruments with greater confidence, skill and expression. They improvise and develop their own musical compositions, in response to a variety of stimuli. They explore their own thoughts and feelings through responding physically, intellectually and emotionally to different types of music.

**The Programmes of Study**
The school follows the Manchester Primary Music Programme, which corresponds to the National Curriculum Programmes of Study. In Music, as in each subject, there are two main requirements.
1. **Knowledge, skills and understanding** (what has to be taught in the subject during the Key Stage).
2. **Breadth of study** (the contexts, activities, areas of study and range of experiences through which the knowledge, skills and understanding should be taught).

**Knowledge, Skills and Understanding**
Teaching should ensure that listening and applying knowledge and understanding are promoted through the interrelated skills of performing, composing and appraising.

<table>
<thead>
<tr>
<th></th>
<th><strong>Key Stage 1</strong></th>
<th><strong>Key Stage 2</strong></th>
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</thead>
<tbody>
<tr>
<td>Controlling sounds</td>
<td>Pupils should be taught:</td>
<td>Pupils should be taught:</td>
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<tr>
<td>through singing and</td>
<td>● to use their voice expressively by</td>
<td>● to sing songs with clear diction,</td>
</tr>
<tr>
<td>playing – performing skills</td>
<td>singing songs and speaking chants</td>
<td>control of pitch, sense of phrase and</td>
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<tr>
<td></td>
<td>and rhymes</td>
<td>musical expression</td>
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<td>● to play tuned instruments and rehearse and perform together.</td>
<td>● to play tuned and untuned</td>
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<td></td>
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<td>instruments with control and rhythmic</td>
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<td>accuracy</td>
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<td>● to be aware of an audience, and to</td>
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<td></td>
<td></td>
<td>practice, rehearse and present</td>
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<tr>
<td></td>
<td></td>
<td>performances.</td>
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<tr>
<td>Creating and</td>
<td>Pupils should be taught:</td>
<td>Pupils should be taught:</td>
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<tr>
<td>developing musical</td>
<td>● to create musical patterns, and</td>
<td>● to improvise and develop rhythmic</td>
</tr>
<tr>
<td>ideas – composing skills</td>
<td>explore, choose and organise sounds and musical ideas.</td>
<td>and melodic material when performing</td>
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<tr>
<td></td>
<td></td>
<td>● to explore, choose, combine and</td>
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<td></td>
<td>organise musical ideas within musical</td>
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<td>structures.</td>
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### Responding and reviewing – appraising skills

<table>
<thead>
<tr>
<th>Pupils should be taught:</th>
<th>Pupils should be taught:</th>
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<tbody>
<tr>
<td>• to explore and express their ideas and feelings about music, using movement and dance, and expressive and musical language</td>
<td>• to analyse and compare sounds</td>
</tr>
<tr>
<td>• to make improvements to their own work.</td>
<td>• to explore and explain their ideas and feelings about music, using movement, dance and expressive language</td>
</tr>
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<td></td>
<td>• to improve their own and others’ work in relation to its intended effect.</td>
</tr>
</tbody>
</table>

### Listening and applying knowledge and understanding

<table>
<thead>
<tr>
<th>Pupils should be taught how:</th>
<th>Pupils should be taught:</th>
</tr>
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<tbody>
<tr>
<td>• to listen with concentration and recall sounds with increasing aural memory</td>
<td>• to listen with attention to detail and recall sounds with increasing aural memory</td>
</tr>
<tr>
<td>• to combine musical elements of pitch, duration, tempo and timbre</td>
<td>• to learn how the combined musical elements of pitch, duration, tempo and timbre can be organised with musical structures and used to communicate different moods</td>
</tr>
<tr>
<td>• to explore how sounds can be made in different ways and how music is used for different purposes.</td>
<td>• to explore how music is produced in different ways and described through relevant established and invented notations</td>
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<td></td>
<td>• to understand how time and place can influence the way music is created, performed and heard.</td>
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### Breadth of Study

#### Key Stage 1
During Key Stage 1, pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical starting points, working on their own and in groups, and they should listen to live and recorded music from different times and cultures.

#### Key Stage 2
During Key Stage 2, pupils should be taught the knowledge, skills and understanding through a range of musical activities that integrate performing, composing and appraising. They should respond to a range of musical and non-musical starting points working on their own, in groups and as a class. They should use ICT to capture, change and combine sounds and listen to live and recorded music from different times and cultures.

Throughout Key Stage 1 and Key Stage 2 there should be progression. By the end of Key Stage 1, the performance of the great majority of children should be within the ranges of Levels 1 to 3. Most pupils are expected to achieve Level 2. By the end of Key Stage 2, the performance of the great majority of children should be within the ranges of Levels 3 to 5. Most pupils are expected to achieve Level 4.

### Curriculum and School Organisation
In order to achieve the aims outlined, the teaching of Music at Brookburn Primary School organises Music into a combination of units and topics as laid out in the Manchester Primary Music Programme – Music in the Classroom.
Subject planning and evaluation for Music work is usually incorporated into Year Group planning and evaluation each term or half-term. This is seen in teachers’ initial and long-term plans. Planning and evaluation of work in Music is undertaken on a weekly basis by the class teacher and can be seen in the short-term plans.

Teaching Music at Brookburn Primary School is primarily a practical activity, using the Music resources available for teachers and children, as outlined in the Scheme of Work. This is supplemented by television programmes, cassettes, CDs and, whenever possible, live music.

As a curriculum area, Music has a designated Curriculum Co-ordinator. The Co-ordinator receives any information or resources that arrive in school, but decisions regarding Music work and the development of the Music Curriculum in school involves liaison between the Music Service (through coordinators’ meetings), the subject coordinator and the Senior Management Team.

**Scheme of Work**
Brookburn Primary School follows the Manchester Primary Music Programme – Music in the Classroom, which closely corresponds to the QCA Scheme of Work regarding the expectations and attainments for each age group.

**Mixed-age Classes**
Where there are mixed-age classes, work in Music can be organised in cycles over time. Close monitoring of learning objectives and differentiation strategies of the individual units within plans is required to ensure that individuals and groups within the class can make the progress appropriate to their age, maturation and previous experience.

**Progression and Continuity**
Within the Scheme of Work, learning activities are in sequence to ensure continuity and progression. Progress in Music can be characterised by the children:
- being able to sing in tune, with expression, maintaining their own part with awareness of how the different parts fit together to make the overall effect
- being able to improvise melodic and rhythmic phrases as part of a performance
- composing by developing musical structure
- performing by ear and from simple notations
- being able to describe, compare and evaluate different types of music
- suggesting improvements to their own and others’ work.
Class Organisation and Teaching Style
Music is seen as having particular links to work in most Curriculum areas, especially ICT and Art and Dance, and provides opportunities for teaching the following aspects:

♦ Citizenship
♦ European awareness
♦ Careers Education
♦ Multicultural Education
♦ Equal Opportunities

Music, and the age and ability of our pupils, requires the following resources: musical instruments, television programmes and video recordings, computer-based material, CDs and cassettes, and musical recordings and playing equipment. Many additional resources may be referred to within each Class Teacher’s creative curriculum plans, such as weblinks and visits planned to support themed learning.

Assessment, Recording and Reporting
See Policy for Assessment, Recording and Reporting.

Resources and Accommodation
A variety of Music resources is kept in school. Musical instruments are kept on two portable music trolleys that are stored in the Studio; Music in the Classroom books and CDs are kept by the relevant Class Teachers. Additional singing resources, words and music, are stored centrally on the school system and are available to all staff through their PCs and laptops. The instruments are a valuable resource and children should be shown the correct way to look after them, so that the instruments are not damaged. This practice is built into the Scheme of Work in the Foundation Stage and should be reinforced throughout the school. Any damage to an instrument should be reported to the Music Coordinator, who will take the necessary action.

The public address system and microphones are stored in the Television room. These are available to staff and should be returned after use.

The Music Coordinator reviews the use of resources and their storage termly, in consultation with the staff. Staff submit lists of any resources to be added to the existing stock. The team plans the purchase of resources each year, based on the Music budget allocated from the main school budget. This Music budget reflects the degree of priority given to Music in the School Development/Improvement Plan for any one year.

INSET Provision
See the Policy for Professional Development.

Equal Opportunities
All teaching and non-teaching staff at Brookburn Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while at our school.

All children are entitled to attend extra-curricular music activities provided by the school staff for their age group. In Brookburn Primary School, extra music lessons are provided by the Manchester Music Service and other external agencies, which make a charge for these
lessons. Children are encouraged to have to buy their own instruments although some are provided by the Manchester Music Service, thus ensuring more children are given wider opportunities to experience music tuition.
**Special Educational Needs**
All children at Brookburn Primary School are given the opportunity to develop skills to the very best of their ability. Wherever possible, all children participate in the whole Music Curriculum. For children who have physical disabilities, some modification might be needed to this area of the curriculum. Any modification is made in consultation with Support Staff, the Physiotherapist and SSAs. See Policy for Special Educational Needs

**Links with Other Areas of the Curriculum**
As well as making its own contribution to the school curriculum, Music contributes to the wider aims of Primary education. Teachers are encouraged to use music to support the creative curriculum by including visits and listening opportunities to broaden the children’s experience and holistic understanding of different topics, religions and themes.

**English**
With careful planning, Music can provide opportunities for children to gain and maintain the interest of an audience as they take part in performances. They can talk about, and discuss, options open to them. They can describe what they see and explain what they intend to do.

**PSHE and Citizenship**
Throughout the Scheme of Work, children have opportunities to work with others, listen to their ideas and develop good relationships and respect. Music encourages co-operation and collaboration with others, as children play in groups, large and small. Children develop an understanding of music from different cultures, backgrounds and age groups, recognising the contribution these make and the pleasure they give. Music helps children to develop confidence and responsibility and to make the most of their abilities, for example by taking a lead in performing activities.

**Cross-Phase/School Transfer**
See the Policy for Cross-Phase Transfer.

**Evaluation**
Evaluation is carried out to improve the teaching and learning of Music within Brookburn Primary School. All staff, teaching and non-teaching, appraise the curriculum provision made for Music within the school, in order that pupils make the greatest possible progress. However, the Music Co-ordinator, carries out a detailed assessment. As with all evaluation, the Head Teacher has overall responsibility.

Evaluation includes a regular review of the content of the Music Curriculum to ensure that National Curriculum requirements are being fulfilled. This involves considering the coverage of Programmes of Study at each Key Stage. Pupils’ progress and performance is judged, taking account of factors that might influence this, such as teaching methods, resources, Schemes of Work and accommodation. The organisation of the Music Curriculum and teaching styles are evaluated regularly. The effectiveness of any INSET for Music provided internally or by an external agency is assessed.

Evaluation can be by a number of methods, including: the assessment of pupils’ work and achievements; the analysis of teachers’ planning; discussion amongst groups of staff or all staff; classroom observation, and external inspection and advice.

See Policy for Monitoring and Evaluation.
**Further Information**

**Useful Documents and Resources**

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<td>DfES/QCA</td>
<td>Primary Schemes of Work: Music</td>
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<tr>
<td>DfES/QCA</td>
<td>Curriculum Guidance for the Foundation Stage</td>
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