



Upper Beeding Primary School

Music Policy

March 2023

Music Statement

INTENT

Why do we teach music? Why do we teach it the way we do?

At Upper Beeding Primary School, it is our intent to nurture a life-long passion and appreciation for all styles of music. Music is a universal language that embodies one of the highest forms of creativity. We believe that a high-quality music education should engage and inspire pupils to develop both a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Our aim is to enable children, regardless of background, ability and additional needs to be motivated, effective and independent life-long learners. By offering a stimulating and carefully structured experience in music, we enable each individual pupil to develop the capacity and the capability for artistic thought and critical awareness, developing positive attitudes towards music and experiencing success and satisfaction in their music making.

IMPLEMENTATION

What do we teach? What does this look like?

We recognise that high quality musical experiences will inspire and motivate our children in their music making, which will ultimately raise standards and promote accelerated learning.

We follow the National Curriculum where skills and knowledge are built on year-by-year and sequenced appropriately to maximise learning for all children. We provide opportunities for children to sing, listen, play, perform and evaluate. Children are taught to play tuned and untuned percussion instruments, recorders / ocarinas and keyboards in their lessons, which enable them to gain an understanding of basic music notation. Children also explore the structure and organisation of music and are taught a range of technical vocabulary to enable them to describe elements such as dynamics, pitch, rhythm and timbre. Music lessons provide opportunities for children to work together, compose, perform and evaluate both their own work and that of others.

Performance opportunities are wide-spread at Upper Beeding Primary school. Christmas is a special time where every child is involved in a public performance whether it be a nativity production or a concert. There are opportunities for children to sing at events outside of the school day (for example, Fubs (PTA) Christmas Market) and to support the local community, carol singing at local nursing homes and other community occasions. Year 3 & 4 lead Harvest Festival celebrations with acting, singing and dancing whilst older children in Upper Key Stage 2, enjoy staging a musical production. Children from Year 4 through to Year 6 are invited to attend the Young Voices O2 annual concert in London, our local primary schools singing festival and Year 5 have the opportunity to be part of a vocal workshop at Christ's Hospital.

Weekly instrumental lessons are offered and led by visiting peripatetic teachers on the piano, violin, flute, recorder, drums and guitar.

IMPACT

What will this look like? What tools would we like our children to have when they leave our school?

Our vision is to equip each child with the tools to enable them to play a future positive role in the wider community. We do this by nurturing our children to become ambitious learners so that they demonstrate passion about their learning and are motivated to achieve the best they can, both now and in the future. Through the music curriculum, we encourage children to reach their full potential as musicians, and recognise the development of self-esteem and confidence.

This will be evident through:

- A musical understanding, underpinned by high levels of aural perception, internalisation and knowledge of music, including developing levels of technical expertise
- Awareness and appreciation of different musical traditions and genres
- A developing understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles
- The ability to give precise verbal explanations, using musical terminology effectively, accurately and appropriately
- A passion for and commitment to a diverse range of musical activities

TEACHING AND LEARNING

All children are taught the key skills as outlined by the National Curriculum. These are delivered by a specialist music teacher in Key Stage 2 or taught by class teachers in KS1, with support from the music specialist and Charanga units. All children gain an understanding of simple music notation, playing an instrument, composition, listening and appreciating music. Music is taught weekly. All children throughout KS1 and KS2 are invited to act as 'Singing Monitors' and lead whole class singing.

Early Years

Music is an integral part of the EYFS curriculum, developing singing and movement, listening abilities, physical co-ordination, memory, aural awareness and singing skills. All music is taught using Charanga units with support from the music specialist. The Christmas performance provides an opportunity for Early Years to rehearse, learn songs, dance and perform.

Key Stage 1

Children learn to sing with a sense of melody and rhythm, performing songs using actions to help them learn the words. Simple rhythmic notation is introduced, and children are taught to play tuned and untuned percussion. They develop their listening skills, responding to a range of high-quality live and recorded music.

Key Stage 2

Children learn to listen to music with attention to detail, developing their ability to recognise and comment on a range of elements such as instrumentation, genre, timbre, texture, rhythm, beat, pitch and harmony. Topics in KS2 music cover body percussion, graphic scores, beat and pulse games, samba, music notation and composition. They undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and reflect on their own and others' music making and composing.

ASSESSMENT

Feedback is given throughout music lessons. Children are assessed through individual performance and through their ensemble playing. Children are also encouraged to evaluate both their work and that of others.

PLANNING AND RESOURCES

The Music Leader is responsible for overseeing the content and delivery of each music lesson. These are delivered using a range of resources including Charanga, BBC 10 Pieces and cross-curricular lessons sourced by the Music Leader.

ORGANISATION

Music lessons are weekly and 35-40 minutes (KS1) and 40-45 minutes (KS2) in length. There is also a weekly half hour singing assembly for each Key Stage. Children also have the opportunity to learn the violin, piano, flute, guitar or drums. These lessons are weekly, and are either to an individual or in small groups of up to three children.

EQUAL OPPORTUNITIES (eg GENDER, RACE)

The music curriculum follows the guidelines set out in the Upper Beeding Primary Equal Opportunities Policy. The music curriculum takes into account issues of difference: gender, race and ethnicity, and class. Children have opportunities to listen and perform music from a range of cultures, styles and genres.

INCLUSION (EAL/SEN/PPG/PROVISION FOR HA)

The music teacher supports and facilitates access to the music curriculum by differentiating appropriately, using adult support effectively, and providing equipment to meet individual needs. Tasks and activities are designed to enable students to engage at their own level. This is done by:

- Ensuring the curriculum is progressive across all year groups
- Grouping children effectively for activities – mixed ability groups or assigning different tasks to different groups
- Providing activities and resources of different complexity
- Delivering a multi-faceted curriculum which allows students to access and appreciate music in the most preferable or suitable way for each individual

ROLE OF THE SUBJECT LEADER

The role of the music co-ordinator is:

Training

- To provide support and training for staff, including the teaching, assessing, and evaluating of the music curriculum
- To provide up-to-date information for teachers on resources in music and new initiatives/schemes
- To ensure that class teachers can observe/team teach with specialist teachers, to build confidence and continue to develop musical knowledge and skills

Curriculum

- To check and update curriculum coverage for the school alongside year leaders to ensure it is relevant and suitable

- To write lesson plans for the whole school
- To order and maintain musical equipment thereby ensuring resources available are of a good standard and quantity
- To ensure a living and healthy musical environment exists at the school by encouraging children's participation and celebrating both involvement and success

Organisation

- Coordinate involvement in music festivals and trips: liaise with SMT, peripatetic teachers, teachers and parents
- Liaise with peripatetic staff about any concerns or issues in relation to music lessons, and then with SMT as required
- Ensure the music room has appropriate displays which support current learning
- Liaise with the West Sussex Music Service

Budgeting

- Music resources are funded with money generated from concerts and productions. Further funds (from bursaries and competitions, for example) enable other music projects and purchases.

Reviewed, Adopted and Ratified by:

Staff: March 2023

Governing Body: March 2023

Date for Review: March 2026