

# Music Policy

## Bushmead Primary School

### February 2025



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## **1.Music intent statement**

Bushmead's music curriculum intends to inspire creativity and encourage a love of music through a range of high-quality experiences. We hope children foster a life-long love of music by exposing them to a diverse range of music allowing them opportunities to listen, play, perform and enjoy music through a range of historical periods, styles, traditions and musical genres. As children progress through the school they will increasingly understand and explore how music is created, produced and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation. By Key Stage 2 children will begin to improvise and compose music for a range of purposes using interrelated dimension of music.

## **2. Legislation and guidance**

The national curriculum aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose on their own and with others, have the opportunity to learn an instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## **3.Definitions**

- Actively participatory - the teacher being alternately a member of the group and in the role of facilitator
- Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation

## **4. Roles and responsibilities**

### **4.1 The head teacher**

The head teacher will:

- Work with staff, parents and governors to determine the strategic development of the music policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

### **4.2 The Governor/s**

They will:

- Work with the head teacher to determine the strategic development of the Music policy and provision in the school.

The Governing Body will review this policy in line with the Policy review schedule at the C & S committee.

#### **4.3 Class teachers and teaching assistants**

Class teachers will be responsible for delivering the Music curriculum, in line with guidance in this document.

#### **4.4 Music Co-ordinator**

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the school.
- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Encourage staff to go on appropriate in-service courses.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)
- To organise concerts for children to attend and organise concerts and workshops for children in school.
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.

## **5. Teaching and Learning**

### **5.1 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. Reception classes also have access to Get Set 4 Music.

### **5.2 Key Stage One and Two Curriculum**

Our school uses the Get Set 4 Music scheme as the basis for its curriculum planning. Get Set 4 Music aligns with our core values, our whole child approach to Music and the objectives laid out in the National Curriculum. Get Set 4 Music is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in Music is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the Music topics covered in each term during the key stage. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop

their musical skills, understanding and depth of knowledge by offering learning opportunities that build on pupils' previous experiences.

## **6. Additional Music Teaching**

There is a choir which children in year 3-6 are encouraged to join. In order to enrich the musical experiences of all our children, Bushmead Primary school currently welcomes a range of external providers who work with the all year groups for a number of weekly sessions over the school year, providing piano, recorder, guitar and drum lessons.

## **7. Musical Events**

Children take part in singing practice, assemblies and have opportunities to perform in public, for example the choir have been invited to sing at local care homes.

Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, there are various musical performances. 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.

## **8. Resources**

There are plenty of resources for all music teaching units in the school. We have a wide array of musical instruments for curriculum delivery and we have a music hall where lessons take place and resources are stored.

## **9. 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. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own evidence. below, above or at the expected level at the end of each year. Videos can be uploaded to the assessment part of the Get Set 4 Music website.

## **10. 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.

## 11 . Monitoring arrangements

This policy and information report will be reviewed and approved by the C & S committee every 3 years. It will also be updated if any changes to the information are made during the year.

## 12. Links with other policies and documents

This policy links to our policies on:

- Teaching and Learning Policy

|                                    |               |                            |
|------------------------------------|---------------|----------------------------|
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