



## **Music Policy**

## Intent –

At Brookdale Primary School, we believe children should have an understanding and appreciation of music from a variety of styles, genres, cultures and periods of time. We intend on delivering a curriculum which:

- Makes music an enjoyable learning experience.
- Provides the opportunity for children to participate in a variety of musical experiences, which should help to build up confidence in performance.
- Encourages children's development in understanding rhythm and following a beat.
- Develops a knowledge of the structure and organization of music through listening to and singing songs.
- Encourages children to listen to and appreciate different forms of music and understand how music can represent different feelings, emotions and narratives.
- Helps children to understand the technical aspects of music such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.
- Helps children to develop a respect for the abilities of other children, encourages them to collaborate and cooperate across a range of activities and experiences.
- Engages all children and entitles them to the same high quality level of teaching and learning opportunities.
- Provides equal opportunities for children to apply their skills and knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

The intent of the Music curriculum is outlined and detailed in the Music progression map.

## Implementation –

### EYFS –

In the Early Years Foundation Stage (EYFS), we relate the children's creative development to the objectives set out in the Early Learning Goals which underpin the curriculum planning. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which creativity is valued and encouraged. Children are engaged in a range of imaginative and enjoyable activities, and their responses involve the various senses. The children are given the opportunity to work individually and collaboratively with others.

### Year 1- Year 6 –

- A clear and comprehensive scheme of work in line with the National Curriculum is available through Charanga and is the basis of all teaching.
- Each year group is taught 3 units from the Charanga scheme as outlined in the subject overview document.
- Music teaching is further enhanced through links to the school's curriculum and any specialisms staff may have.
- Through Years 1 to 6 children are taught to use a variety of instruments, including their voice/bodies and to develop and share their ideas, experiences and imagination.
- Music lessons helps children build up and practice using their voice and instruments and develop understanding of rhythm, pitch, beat and volume.
- The children are introduced to the work of a range of musicians and styles. Units of work give the children the opportunity to describe similarities and differences between different performances and disciplines and to make connections between them.
- The use of technology may be used to enhance teaching of music and when learning about the work of musicians. Audio/Visual information may be collected using digital cameras and ipads in order for children to develop their ideas or keep a record of them.
- Peripatetic teachers come into school and teach individual instruments to those children who wish to learn them.
- A love of playing an instrument is promoted and encouraged as a form of expression.

During termly whole school music assemblies pupils are taught about classical composers and their music. This helps pupils develop a knowledge and historical understanding of the development of music and significant individuals within that development. The assemblies use the BBC Ten Pieces materials as a resource.

The school also has whole class ensemble teaching in Year 4 where children are taught a brass instrument for a school year. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. At two points during the year, the children perform for the school and their parents. Follow on group music lessons are also available to pupils to continue to develop their skills and ability on a musical instrument during subsequent years.

Additional opportunities are offered in music, such as the key stage 2 choir which performs regularly at school events, annually at Liverpool Peace Proms and at other events in the local community.

### **Impact –**

- The subject leader is responsible for reporting on standards in music across the school to the governing body.
- Children are encouraged to assess and evaluate their own work at the end of each unit to help them appreciate how they can improve their own performance and what targets they would set themselves in the future.
- Teachers in Year 1-Year 6 can keep on-going notes on subject assessment sheets. These notes and photographic and recorded evidence are used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Foundation 2 staff make summative judgements termly by entering data into Tapestry and internal tracking sheets.
- Progress and achievement in music are passed on to parents and carers at open evenings and in the annual report.