

Burradon Community Primary School



Music Policy

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Rationale

Music at Burradon Community Primary School takes its aim from our core values:

Care and respect yourself, other people, our school and the wider world.

Stay safe, make sensible choices and do things that make you happy.

Intent:

Our Music Vision Statement:

At Burradon Community Primary School, our music curriculum aims to provide all students with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum, we offer opportunities for students to develop their talents in all aspects of music including composing, appraising, improvising, singing and performing.

We believe that children should be encouraged to listen to and be **curious** about music from a range of **cultures** in order to gain a more rounded **respect** and understanding for their **wider world**.

Our music curriculum allows:

- Children to develop their *performance* skills through learning to play tuned and untuned instruments, singing a variety of songs and rehearsing and performing with others.
- Children to develop their *composing* skills through creating musical patterns and exploring and organising sounds and learning to record these in a variety of ways.
- Children to learn to analyse and compare sounds, explore ideas and make improvements to their work, building on their *appraising* skills.
- Children to learn to *listen* with increased concentration to internalise and recall sounds

Implementation: Our curriculum

Music is taught every week in all year groups at our school. In Foundation Stage, they incorporate music naturally into their every day through songs linked to many curriculum areas as well as musical instruments being available for the children to use in the environment during free play. Children in EYFS are given opportunities to design and make their own instruments in the modelling area which is available all year round. We have bought an online music resource 'Charanga' and use this as our main scheme of work throughout the year groups, from Reception to Year 6. These units show progression in skills across the music curriculum (linked to National Curriculum) and build upon prior learning with small steps. We include the Nursery (FS1) children into our music lessons and they are also submerged in opportunities for singing, dancing and action songs and games.

We teach in a variety of ways to include all types of learners including a mixture of whole-class teaching and small group or individual activities as well as incorporating actions and dance, instrumental work and singing. Children are given the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children experiment and learn to play both tuned and untuned instruments. In Year 3, the children are taught to play the recorder as their wider opportunities. We offer to seek instrumental tuition for any children interested or signpost them to the North Tyneside Music Hub for opportunities for young musicians to play. <https://ntmeh.org.uk/>

Children who are more able or gifted and talented in music are provided with differentiated work according to their learning needs. Children with an ability to play an instrument such as drums, piano and guitar would be included in school performances where possible and their talent will be celebrated throughout school. Enrichment activities are provided by the local high school and Local Authority

Enrichment Opportunities:

We provide enrichment opportunities to our pupils so they can enjoy and experience new music genres and, where possible, live performances. We strive to ensure all children in our school can identify with the music they are listening to, and, where appropriate, we include music and songs from different cultures. We have a positive relationship with the Local Authority and regularly work with members of their team to bring music or singing to Burradon or take our children to events where they can experience a range of music genres and talents.

The children take part in a singing/hymn collective worship every week. A teacher leads the assembly every Monday and the children enjoy singing traditional hymns and modern songs together. The SMSC co-ordinator and Music subject leader collaborate to create a robust singing collective worship timetable including songs taught and sung each week. The aim of this is for the staff to collectively gain a more consistent approach and for songs to be threaded into each collective worship opportunity. The children will acquire a repertoire of well-known traditional and modern hymns and songs in which they will enjoy singing together.

We offer the children a choir club either at lunch time or after school for budding singers. They cover a range of songs from different genres and eras and will have the opportunity to perform to parents and families when they have a repertoire of songs that they know well. We will offer opportunities to sing to bigger audiences when appropriate such as Vocal Celebration events and Christmas events within the local authority.

Differentiation

At our school, all children matter and are given every opportunity to achieve their best. We achieve this by using our informal assessment during the lessons to identify the children who have achieved the objectives and those who need more support and reinforcement.

In all classes there are children of differing ability. We recognise this and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Setting children in mixed ability groups so that children can support each other.
- Providing a range of challenges through the provision of different resources.

More able pupils

Children will be identified as more able learners in music using our assessment procedure. They will be challenged appropriately during music lessons and their progress tracked to ensure they reach their full potential. We have a positive, close relationship with parents and will signpost them to a range of musical opportunities out of school as well as supporting them, if and when required in school with instrumental tuition. In the past we have had a small group of learners having guitar tuition to challenge and extend their learning.

SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their provision map or SEND support plan. A variety of resources are available from the SENDCO including ear defenders, fiddle toys, chew toys depending on the child's individual needs. SEND learners will be given opportunities to have 1:1 or small group support as/when required.

Equal Opportunities

Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability in all music activities at Burradon Community Primary School.

Cross Curricular Links

English

Music provides valuable opportunities to reinforce what the children have been doing during their English lessons. Children develop an understanding that people have different views and opinions on different genres of music and they learn this through discussion, drama and role-play. It is important for the staff and children to share their thoughts and feelings about different music styles and we celebrate difference of opinions and enjoy in depth discussion and reasoning about music at our school.

Mathematics

We believe children learn lots of mathematical concepts through the teaching of songs, rhymes and chants. At Burradon, we try to give children of all learning styles to achieve their upmost and music is a way of reaching some more aural, kinaesthetic learners. Counting, times tables, doubles, measures and other mathematical concepts are taught with the addition of music to aid in the learning.

Computing

We use ICT to support music teaching when appropriate. Children use software on computers and APPs on iPads to enhance their skills in making music and put together different compositions both individually and in groups eg. Keezy, Garage band, 2simple. Children often take charge of an iPad to record music-making and performances during lessons, allowing them to take ownership of their compositions.

PSHCE

The teaching of music offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and cooperative work across a range of activities and experiences in music, the children develop respect for the abilities of other children and a better understanding of themselves.

Impact: Assessment

Our teachers assess the children's understanding and knowledge in music by making judgements as they observe, listen, discuss and mark their work, whether this is written or orally.

Assessment from the EYFS to Year 6 can be completed in the form of observations, children's work, discussions, photographs, practical ensembles to name a few.

In EYFS, the children are assessed on a termly basis based upon observations, photographs, learning stories, children's voice and work. Throughout the year, EYFS data is analysed to ensure musical areas are targeted if required. The music element of the EYFS curriculum is primarily linked to the 'Expressive Arts and Design' strand. The EYFS manager has worked alongside the Music Lead to incorporate the strands for development matters that link with the music curriculum. These make up part of the music assessment grid.

In Key Stages 1 and 2, the children are assessed using the music assessment sheets. The children are assessed in the following areas: Listen and appraise, games, improvising, performing, composing and singing.

At the end of the year, we provide an annual written report of the children's achievements in music for parents/guardians.

Monitoring and Review:

Monitoring of the standards of children's work and quality of teaching in music is the responsibility of the music subject leader. The music leader monitors on an annual basis with a planning and work scrutiny and children's interviews. The work of the subject leader also involves supporting staff in their teaching, planning and resources as well as understanding the standards in music through assessment and tracking. The subject leader will attend the Local Authority training courses for music and deliver feedback within staff meetings when appropriate.

This policy will be reviewed every two years.

Review Date: July 2026