

# MUSIC POLICY

“I would teach children music, physics and philosophy; but most importantly music, for the patterns in music and all the arts are key to learning.”

Plato

Review date:- September 2024

## Aims of the Music Curriculum

“Music at Brabin’s is special because we have so many opportunities to learn and expand our skills e.g guitar lessons. These opportunities will help with our future careers.”

Year 6 pupils- May 2022



Year 5/6 performed 'Pantastic' the Musical- (Summer Term yearly productions)



Year 3/4 receive specialist Music tuition for a term every two years

**We hope a creative and enjoyable Music Curriculum will inspire pupils to appreciate the unique form of communication music presents.**

**By immersing children in a wide range of musical opportunities, it is our aim to unlock the potential for developing new interests, hobbies, talents, aspirations for the future and even careers.**

### More Able

### Learners in Music

#### HOW LEARNERS ARE CHALLENGED

All children are challenged through quality first teaching within every Music lesson. Children will be encouraged to 'aim high' and be the best they can be.

Music has numerous avenues for every student. Alongside the classroom music lessons, there are options for private instrumental lessons for the students to participate in, which more able learners are actively encouraged to do. The teaching and learning within these sessions will reinforce and diversify what any child learns in the classroom. These ensembles also have the opportunities to perform to an audience throughout the year.

Any children who plays an instrument (both within school and out of school) on an extra-curricular basis, will be encouraged to also play where appropriate within whole class music lessons.

### What we intend to do

Music is not only a foundation subject within the National Curriculum, but is also an integral part of everyday life. At Brabin’s the intention of the Music Curriculum is that children develop a thorough understanding of what music is through listening, performing and composing across a wide variety of historical periods, cultural traditions, and musical genres. Our aim is to foster, develop and encourage natural curiosity for the subject and a love of music and singing. We are committed to ensuring children understand the value and importance of music in both the local community and wider world, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We have devised a broad and balanced Music Curriculum which not only aims to develop learning and acquisition of knowledge, but also improve well-being. Through the provision of a variety of musical opportunities, we also aim to build confidence and self-esteem in all children.

### Supporting Learners in Music

#### HOW ALL LEARNERS ARE INCLUDED

Learning in Music is carefully planned to include all learners. We ensure all pupils have access to the full range of activities involved in learning Music. If progress falls significantly outside the expected range, the child may have Special Educational Needs. Where needed, children may have an Individual Support Plan to target specific areas. Within Music, children with physical or sensory needs may require additional support to fully access the curriculum. This may include additional support from a teaching assistant or access to a tailored intervention programme designed to develop fine and gross motor skills e.g. Clever Fingers. Learning may be differentiated by outcome, by support, by task or by resources. This will include:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity
- Delivering a differentiated curriculum that allows students to access music in the most preferable or suitable way for each individual

## All children will access...

- A well-resourced collection of musical instruments from around the world
- A range of engaging musical units of study e.g Rock and Roll, composing music for poetry and superhero film trailers
- An opportunity to perform in two musical productions in Year 5 and 6
- Instrumental tuition from a specialist teacher for a term in KS2
- Glockenspiel tuition lead by teaching staff in KS1
- A visit to watch a live performance in KS2
- Exposure to a rich range of music
- Visits from musicians



### PARENTAL INVOLVEMENT

Every opportunity to share learning within Music with parents is taken and a range of events are planned throughout the year. This can include: sharing images and videos on the school website or social media, class performances during Open Evenings and special events as well as musical concerts within school.

There are also a wide range of extra-curricular opportunities provided for pupils including: choir concerts with other schools and local community choirs, cluster productions and a range of concerts including Young Voices and Blackburn Cathedral Sing Together.

## Implementation-

### What Music will look like

The Music Curriculum at Brabin's ensures students experience a range of opportunities to develop the fundamental skills of: listening, performing (using both their voices and tuned and untuned instruments), composition and evaluation as well gaining an understanding of the theory of musical elements, notation and the history of music. Singing lies at the heart of music and we strive to instil a love of this within the children we teach. Through singing a range of songs and chants, children will develop an understanding of how to perform in an ensemble as well as learning about the structure and organisation of music. Music lessons within the classroom will centre around the development of this key skills, but pupils will also be immersed in singing through a wide range of enrichment opportunities e.g concerts, assemblies and theatrical productions. Listening and developing an appreciation of a range of musical forms is a further key element of our curriculum and we ensure our scheme of work covers music from a wide range of genres, cultures and periods of history. Children also learn how to compose focussing on different dimensions of music, which in turn supports their understanding when listening, playing, or analysing music. We place a great emphasis on the importance of using musical terminology correctly and introduce and model this to the children from a young age. During their education at Brabin's, children learn how to play a tuned instrument; firstly, through understanding the basics of musical elements and simple notation on a glockenspiel in KS1, before receiving more formal instrumental tuition from a specialist teacher for a term in KS2. Ensuring each of these strands are covered thoroughly within the classroom, as well as through enrichment opportunities, will lead to our pupils possessing an excellent level of knowledge of the history of music and how it has developed over time.

### Music Scheme of Work

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 -Elm	Friendly Robots (singing and musical patterns/elements)		Sounds around us- Glockenspiels (play tuned instruments)		Music from other cultures -Latin (Singing and listening)	
Year 3/4 - Sycamore		Rock and Roll (Listening, performing and history of music)	<i>Wider Opps-</i> Tuned instrument (Specialist Teacher)	<i>Wider Opps-</i> Tuned instrument (Specialist Teacher)		European Composers (listening, history of music and composing)
Year 5/6 -Oak			Seaside Poetry Composition (performing, composing and notation)			Sci-Fi Film Scores and Musicals (listening)

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 -Elm		Fire Fire! (listening and singing )		Soundscapes for books (composing)		Seaside
Year 3/4- Sycamore		Musical Notation Glockenspiel (notation and performing)				Iron Man- Marvel Trailers (listening and composing)
Year 5/6 -Oak			Musical instrument families (listening and performing)	Music from the UK (listening, performing and composing)		The History of Music- listening (history and notation)

## Subject Organisation

Music is taught following the National Curriculum Programmes of Study for Key Stages 1 and 2 (National Curriculum 2014). Due to our mixed age setting, the scheme of work runs on a two year cycle. Music is taught as a discrete subject generally every other half term, however, where possible natural cross-curricular links are made with other core and foundation subjects to enhance learning opportunities e.g writing poetry in English and composing music to accompany this. Additional enrichment opportunities will also be planned at both a class and whole school level which may reflect: the children's interests, current events and commemorative celebrations. Each class follows units of work which are blocked to enable children to be exposed to a wide range of musical genres and thoroughly develop each strand of the music curriculum. The teaching of each unit at Brabin's must always have a purpose and lessons are sequenced in a way to ensure there is a clear outcome at the end of each unit e.g producing a film clip or performing to an audience.

**“In terms of brain development, musical performance is every bit as important educationally as reading or writing.”**

**Oliver Sacks**



Y3/4 received ukulele lessons from a specialist teacher

## Professional Development

At Brabin's, we intend to keep the subject of Music creative and engaging so it is reflective of pedagogical research and is ambitious in its aims. To do this, we invest in Continued Professional Development in Music for all our teaching staff.

The Year 5/6 class teacher (Mrs Poulton) is the Music Lead and holds a degree in Primary Education with QTS specialising in the creative and expressive arts. A range of training opportunities have been undertaken and completed by the subject leader throughout her time in post.

In service training for staff is provided during staff meetings to cascade training and research and where required, class teachers may also attend externally led courses and training. As a small team of teachers, close communication is a key strength and teachers regularly share good practice with one and other. Opportunities for professional engagement with cluster colleagues are also highly valued, where appropriate.

The school has maintained close links with Lancashire Music Service for several years and draws upon their expertise for 1:1 and group music tuition, whole class tuition 'wider opportunities' as well as providing workshops. As well as this, pupils also take part in the Blackburn Cathedral 'Sing Together' project during alternate years which provides a series of professional development opportunities for the lead choir teacher.

## SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT WITHIN MUSIC

	We promote <b>spiritual</b> development	We promote <b>moral</b> development	We promote <b>social</b> development	We promote <b>cultural</b> development
<b>Music</b>	<ul style="list-style-type: none"> <li>-In response to musical pieces consider feelings and emotions</li> <li>-By appreciating the beauty of language e.g song lyrics</li> <li>-Expressing their own feelings in either a musical or written form</li> <li>-Responding to music with a religious element e.g hymns</li> </ul>	<ul style="list-style-type: none"> <li>-Responding to musical pieces which consider consequences, behavior, right and wrong</li> <li>- Through discussing and appraising musical stimulus or performances</li> <li>-By considering different perspectives and developing empathy</li> </ul>	<ul style="list-style-type: none"> <li>-Responding to musical pieces which consider social interaction and issues</li> <li>-Work collaboratively through the composition, performance and evaluation phases</li> <li>-By providing opportunities to perform in a range of settings, to a range of audiences and for a range of purposes</li> <li>-Encouragement to express their feelings whilst showing sensitivity and an awareness of the opinions of others</li> </ul>	<ul style="list-style-type: none"> <li>-By providing opportunities for all pupils to experience music from various cultures e.g Latin Music and European composers</li> <li>-By providing opportunities for pupils to develop their chronological understanding of the history of music. E.g how Rock and Roll and Latin music having influenced music today</li> <li>-By providing the opportunity for KS2 to watch a live performance</li> <li>-Through experimented with our culturally diverse selection of musical instruments when performing</li> </ul>

## CULTURAL CAPITAL

Music presents great opportunities to highlight to our pupils the best that has been inspired, thought, performed and produced.

Through the rich provision of high-quality musical stimuli, many of which have stood the test of time, children will become familiar with great composers, performers, singers and musicians.

We will also ignite children's ambitions and aspirations by highlighting new and less well-known musicians and making their works explicit.

Children will have the opportunity to perform in and to see performances, to learn songs and chants by heart and build a solid foundation of musical knowledge.

Children will be actively encouraged to identify and share their favourite pieces of music and musicians and to voice their opinions about music.

## DEVELOPING BRITISH VALUES WITHIN THE MUSIC CURRICULUM

We have ensured that both our curriculum scheme of work and additional enrichment opportunities reflect the rich tapestry of our society. This involves introducing children to a wide range of musical works from a range of different cultures around the world. We also ensure pupils are exposed to music which incorporates particular themes such as tolerance, mutual respect and democracy. Opportunities within units explore how these themes are presented and how the lyrics embody these values. Poetry, dance and languages from other cultures are also used to develop children's learning. Songs, chants, stories and poems are often used as a stimulus for Collective Worship and PSHE lessons.



## WELLBEING AND MENTAL HEALTH

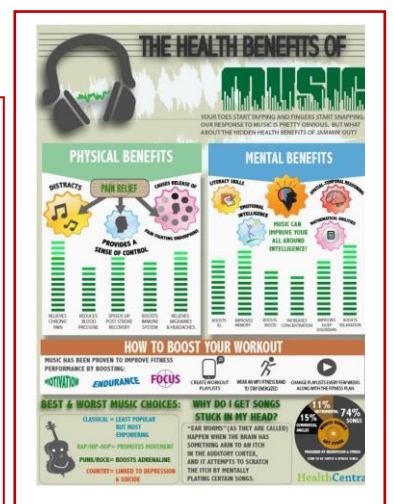
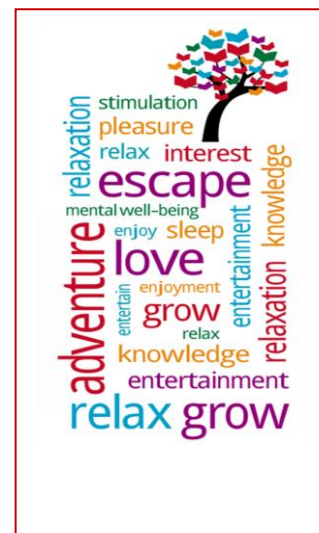
At Brabin's, we recognise the research which shows how music can promote wellbeing and positive mental health.

One study carried out by 'Youth Music' with 7-17 year olds found:

- 85% of young people said music made them feel happy
- Music is young people's favourite pastime, equal to gaming and ahead of sport, drama, dancing, and arts & crafts
- Young people are drawing on music as a tool to support their wellbeing, and using it to change their emotional state, and regulate their mood
- Young people interviewed said they see music-making as a vital part of their lives something which makes them feel worthwhile and helps explore their emotions

We hope to promote wellbeing through our approaches to music at school: listening to music for relaxation, personal choice, singing together, performing indoors and outdoors, use of a range of musical instruments and family involvement etc. We aim to develop pupil's ability to articulate and describe their responses in music lessons therefore learning about how music can represent feelings and emotions.

<https://www.youthmusic.org.uk/music-powerful-contributor-young-people-wellbeing>



## MUSIC IN THE EARLY YEARS

Expressive Arts and Design, Communication and Language and Physical Development are three of the seven key areas of learning and development in the Early Years Foundation Stage (EYFS). Development Matters (2020) identifies the following skills:

- Learn rhymes, poems and songs, listening carefully and paying attention to how they sound
- Combining different movements with ease and fluency (links to actions in songs)
- Return to and build on previous learning, refining ideas and developing their ability to represent them
- Create collaboratively, sharing ideas, resources and skills
- Listen attentively, move to and talk about music, expressing their feelings and responses
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

Early Learning Goals:

Expressive Arts and Design (being imaginative and expressive):

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

All learning is scaffolded through high quality questioning and language. Play is facilitated so it maximises opportunities for creativity and exploration, both indoors and outdoors.



# Assessment

## HOW ALL LEARNERS ABILITIES ARE IDENTIFIED

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All children are encouraged to be involved in the process of learning. In lessons across the school, teachers will strive to provide instant oral feedback.

Assessment within Music will involve observations, discussions with children, samples of work and recorded evidence. At the end of a unit of work, the teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum expectations using the school assessment format. Individual children's progress will be monitored and tracked through each year group. Pupil attainment data is shared with the Subject Leader on a termly basis. This data is then analysed by the Subject Leader focusing on trends across the school, the proportion of pupils meeting age related expectations and those pupils working at a deeper level within the standard. Subject leader and class teachers meet twice yearly to discuss pupils' attainment in Music units and share examples of pupils learning. Parents are informed of their child's achievement within music in the end of year report and where appropriate, during parents' evenings.

In the EYFS, formative assessments are carried out on a daily basis. This type of assessment informs planning, the children's next steps and demonstrates progress. At the end of EYFS, the teacher completes an end of year report and makes a judgment of the pupils attainment in regards to the 'Early Learning Goals'; this document is shared with parents.

# Monitoring

## HOW MUSIC PROVISION IS MONITORED

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Monitoring is undertaken by the Subject Leader. This is conducted regularly and includes: -

- Work Scrutiny
- Learning Environment Walkthroughs
- Monitoring of planning
- Talking to children
- Data Analysis
- Lesson Observation
- Action Planning

Information will be shared with the Headteacher and feedback given to teaching staff within staff meetings.

# Impact

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**Children will leave Brabin's Endowed Primary School with a love and appreciation of music- whether this be as a listener, performer, producer or creator. Through the many opportunities provided, they will have found a style, genre or form of music that inspires them which can open many doors and possibilities. They will possess a firm understanding of the various components and elements of music as well as a good level of knowledge of the history of music and notation. Our carefully planned provision will have exposed pupils to a vast range of musical forms and developed their understanding of culture and history, both in relation to the students individually, as well as ethnicities from across the world.**

**The nature of Music Education will also develop further fundamental skills and abilities in our pupils including: self-confidence, interaction with and awareness of others, self-reflection as well as promoting the importance of mental health and wellbeing. High standards of the teaching of Music at Brabin's will prepare children for their journey to Key Stage 3 where we hope they will continue to gain a range of benefits from music as subject, hobby, interest or passion.**