

# Blanford Mere Nursery & Primary School



## Music Policy

<b>Date adopted by governors</b>
April 2024
<b>To be reviewed</b>
April 2026

**POLICY FOR MUSIC**

**Member of staff responsible:** Claire Dorricott

**Article 13:** *You have the right to find out things and share what you think with others, by talking, drawing, writing, or in any other way unless it harms or offends other people.*

**Article 29:** *Your education should help you use and develop your talents and abilities.*

## **Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning of music at Blanford Mere Primary School.

## **The Nature of the Subject – What is Music?**

Music is concerned with the creative, aesthetic and emotional response to combinations of sounds. The creative element of music involves children in using a variety of instruments (including the voice) for composing, improvising and performing. The evaluative element enables children to develop listening and appraising skills in their own work and that of other musicians and composers and to understand the value and significance of Music in society.

## **Aims**

Our aims in teaching music are that all pupils will build upon their responses to music to:

- Find enjoyment in creating music and see themselves as musicians.
- Find a lasting sense of purpose, achievement and fulfilment in musical expression.
- Develop skills to use a range of instruments (including the voice) and techniques competently.
- Feel able to express their ideas and feelings through musical creation.
- Learn to listen analytically.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.
- Understand the relationship between sound and symbol and develop a working knowledge of systems of notation for use in composing and performing.
- Appreciate and evaluate the work of a range of composers and musicians from their own and other cultures.
- Enable them to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work.

## **The Reasons for Teaching the Subject**

### The importance of music

Music is a powerful, unique form of communication than can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

## **Equality of Opportunity**

Music will be a right for all children including those with special needs. Every child has the right to grow musically at his/her own level and make appropriate progress.

## **Approaches to Teaching and Learning**

Class teachers are all trained to teach their own music curriculum to their class. Some children will also receive lessons from Dudley Performing Arts. This currently happens in Years 2-6. Learning will take place in an ordered atmosphere where the work is appropriate and clearly structured.

## **Scheme of work**

There is a whole school scheme of work that fulfils National Curriculum requirements and is cross-curricular. The scheme is intended to provide for progression, continuity, breadth, balance and to allow for creativity. We use the Charanga scheme and online learning platform to deliver our in-class lessons. This provides a clear link to listening and understanding, whilst also looking at music history. The structure and progression of the Charanga curriculum is clear and differentiated to suit the needs of the pupil. **Please see the Music Progression Document on the final page of this policy for the Charanga curriculum break down followed at Blanford Mere.**

### **Breadth and Balance**

At Blanford Mere we make sure that every pupil is helped to move from what is familiar to that which is unfamiliar. In addition, we provide opportunities for all children to:

- Perform to different audiences including at whole school events for parents.
- Experience live music from professional musicians.
- Develop their musical skills through specialist instrumental tuition.
- Extend their interests and expertise through involvement in school, community and regional musical activities.
- Follow a broad and balanced curriculum encompassing wider opportunities.

### **Resources**

The school will endeavour to purchase and update the quality and quantity of music resources to meet the requirements of the National Curriculum.

### **Cross-Curricular Links**

Cross curricular links are provided for in the scheme of work.

### **Extra-Curricular Activities**

**All** children of any musical ability are entitled to join the school's extra curriculum musical activities taken by staff members.

### **Peripatetic Music Lessons**

Parents will pay Dudley Performing Arts for peripatetic instrumental lessons from their teachers.

### **Parental Support**

Parents and local community are encouraged to be involved in the music of the school where appropriate.

### **Assessment, Marking and Recording**

Marking and assessment are on-going processes in music. Feedback is given both verbally in Key Stages One and Two.

### **Health and Safety**

Class teachers should collect resources before a lesson, clean, and return correctly afterwards.

## STAFF GUIDELINES FOR MUSIC

### What Do I Teach?

There is a whole school long term scheme of work based upon The National Curriculum using the online platform Charanga. **Please see the Music Progression Document on the final page of this policy for the Charanga curriculum break down followed at Blanford Mere.**

### Medium Term Planning

Medium term plans are mainly taken from Charanga and on occasions from other sources dependent upon Year group requirements.

### Short Term Planning (weekly)

Weekly planning can be taken from the online platform Charanga.

### What happens if I have a Split Year Group?

This needs careful planning and understanding by all teachers involved. In consultation with class teachers, Deputy Headteacher and Headteacher the Music Co-ordinator will decide upon the content of a split year group if a rolling programme is not applicable. **Please see the Music Progression Document on the final page of this policy where Cycle A and B are outlined.**

### Who Teaches Music?

All staff are trained to teach their own music lessons with help and advice from the Music Co-ordinator. However, it is sometimes necessary for other teachers to teach certain year groups and this is decided by the Headteacher and Deputy Headteacher in consultation with the Music Co-ordinator. Dudley peripatetic teachers also lead 'Wider Opportunity groups' in particular Year groups decided by the Head Teacher and depending on the need and resource issues.

Newly qualified teachers and new teachers to the school are given the necessary support and training for their individual needs to ensure that both the teachers and the children's needs are provided for. Support and training is provided in the following way:

- Discussions/ demonstrations from Music Co-ordinator
- School inset/ staff meetings.
- Team teaching situations.
- Each class teacher has a personal login to access all the Charanga resources and planning.

### Where Do I Teach Music?

#### Key Stage 1

Music may be taught in the classroom. If this is the case, then please be aware of other classes working in close proximity. This will need careful organisation and discussion at the beginning of the term to arrange timetables. Music can also be taught in the hall or resources room.

#### Key Stage 2

Music may be taught in the classroom, hall or resources room.

### What is the Emphasis on the Teaching of Music?

We aim to help each child achieve competence and control in the following areas through learning by doing:

- Movement and balance
- Singing
- Using body, vocal, environmental, percussion and ICT
- Making and classifying sounds
- Distinguishing pitch, dynamics, duration, tempo, timbre, texture and structure
- Listening and responding

## How is Music Celebrated?

By performances that may include:

- Year 6 leavers performance.
- An annual large-scale Christmas performance(s) which give pupils an opportunity to participate.
- Performances by music groups.
- Smaller scale performances in class, to another class, in assemblies, and for concerts where appropriate.

## How Can I Ensure Differentiation in My Music Lesson?

All pupils should be enabled to reach the highest standards of which they are capable but the ability and experience of pupils can be expected to vary considerably from an early age.

### Types of Differentiation

By task	-	Setting different tasks for different pupils/ groups
By resource	-	Providing different/ modified resources
By support/ guidance	-	Giving more planned teacher time to particular individuals or groups

There will be unplanned support, guidance and response going on all the time if you are to be flexible. Your flexibility as a teacher will enable you to control the process of learning.

### Organisation

Groups should be organised in terms of the expected learning outcomes. The size of the group may vary, eg. pairs, small group, whole class. Various criteria may be used in organising the groups, eg. ability, mixed ability, friendship, random. Whatever the size and make-up of the class, the groups should be organised so that pupils will have the best chance of achieving the learning objective(s).

## How Do I Plan for Children with Special Educational Needs?

The National Curriculum framework states "A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving." All children should have equal access and entitlement to the music curriculum. In the scheme of work there are elements of the programmes of study that can be taught to all pupils in ways appropriate to their levels and abilities.

If you have children with physical disabilities or with hearing impairments this must be discussed with the music co-ordinator, special needs co-ordinator and appropriate provision will be made as necessary.

### Information Communication Technology

The school has music software that can be used throughout the school. This includes Charanga which can be found using a personal login at <https://charanga.com/site/>.

## How Do I Move the Resources Around?

The percussion instruments, and recording equipment should be collected by the class teacher before the lesson.

## How Do I Assess?

Formative Assessment is used to guide the progress of individual pupils in Music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions in the context of a practical task
- Specific activities for individual pupils or small groups
- Individual discussions in which children are encouraged to appraise their own work and progress  
(For further details refer to School Assessment Policy)

**What is the Pupils Extra Curricular Tuition and Entitlement?**

Peripatetic instrumental teachers from the Dudley Performing Arts will teach any child whose parents/ guardians have decided want an instrumental lesson. These are paid for by the parents/ guardians. By doing so, the parents have agreed to their child leaving school curriculum lessons to enhance their musical ability.

If a child shows musical potential, then their name and particular strengths should be given to the music co-ordinator, and appropriate action will be taken to notify the parents of the talent and the options open to them. If a child expresses an interest then the class teacher should speak to the parents and if the parents wish for more information they should then be referred to the music co-ordinator.

Any child of any ability who expresses in interest in joining an extra-curricular activity run by the school may do so with their parents' permission. Any child who shows an interest in these must see the Music Co-ordinator, and a parental consent form is completed.

**Remember**

'Music is our daily medicine which aids far better communication with others and ourselves.'

Evelyn Glennie OBE, Percussionist

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!  1 2 3 4 5 6	My Stories  1 2 3 4 5 6	Everyone!  1 2 3 4 5 6	Our World  1 2 3 4 5 6	Big Bear Funk  1 2 3 4 5 6	Reflect, Rewind and Replay  1 2 3 4 5 6 7
Y1	Introducing Beat  1 2 3 4 5 6	Adding Rhythm & Pitch  1 2 3 4 5 6	Introducing Tempo & Dynamics  1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch  1 2 3 4 5 6	Having Fun with Improvisation  1 2 3 4 5 6	Explore Sound and Create a Story  1 2 3 4 5 6
Y2	Exploring Simple Patterns  1 2 3 4 5 6	Focus on Dynamics & Tempo  1 2 3 4 5 6	Exploring Feelings Through Music  1 2 3 4 5 6	Inventing a Musical Story  1 2 3 4 5 6	Music that Makes You Dance  1 2 3 4 5 6	Exploring Improvisation  1 2 3 4 5 6
Y3/4 A	Blown Away Recorder Book 1  1 2 3 4 5 6 7	Developing Notation Skills  1 2 3 4 5 6	Enjoying Improvisation  1 2 3 4 5 6	Composing Using Your Imagination  1 2 3 4 5 6	Learning More about Musical Styles  1 2 3 4 5 6	Recognising Different Sounds  1 2 3 4 5 6
Y 3/4 B	Blown Away Recorder Book 2  1 2 3 4 5 6 7 8	Interesting Time Signatures  1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation  1 2 3 4 5 6	Creating Simple Melodies Together  1 2 3 4 5 6	Connecting Notes and Feelings  1 2 3 4 5 6	Purpose, Identity and Expression in Music  1 2 3 4 5 6
Y5/6 A	Glockenspiel Stage 1  1 2 3 4 5 6 7	Getting Started with Music Tech  1 2 3 4 5 6	Emotions & Musical Styles  1 2 3 4 5 6	Exploring Key & Time Signatures  1 2 3 4 5 6	Introducing Chords  1 2 3 4 5 6	Identifying Important Musical Elements  1 2 3 4 5 6
Y 5/6 B	Glockenspiel Stage 1  1 2 3 4 5 6 7	Developing Melodic Phrases  1 2 3 4 5 6	Understanding Structure & Form  1 2 3 4 5 6	Gaining Confidence Through Performance  1 2 3 4 5 6	Exploring Notation Further  1 2 3 4 5 6	Respecting Each Other through Composition  1 2 3 4 5 6

