

# BROOMFIELDS JUNIOR SCHOOL



## Music Policy

**2024-2025**

Version	Date	Action
1		
2	March 2012	Updated Policy
3	June 2017	Updated Policy
4	January 2020	Updated Policy
5	November 2021	Updated Policy
6	September 2022	Updated Policy
7	September 2023	Updated Policy
8	September 2024	Updated Policy

## **BROOMFIELDS JUNIOR SCHOOL MUSIC POLICY**

The Public Duty of the Equality Act 2010 Protected characteristics in the act include sex, sexual orientation and gender reassignment. Schools have due regard to:

- (a) “eliminate discrimination, harassment, victimisation”
- (b) “advance equality of opportunity”
- (c) “foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

### **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and appreciation of Music at Broomfields Junior School.

The policy reflects the National Plan for Music Education, June 2022:

*Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.*

### **Aims**

- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in Music.
- Encourage children to sing with enthusiasm from an early age, free from inhibition.
- Offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise
- Encourage children to work individually and to co-operate with others
- Foster a love and understanding of music through active involvement in listening, appraising, composing and performing
- Develop pupil’s confidence in all musical activity
- Build all pupil’s social, cultural and spiritual development through music

### **Performing skills**

Children will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and untuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

As well as performing in lessons, children are encouraged to take part in extra-curricular music activities such as different choirs, recorders, chime bars and Christmas concerts, all of which perform throughout the year, with a final celebration of performing arts at the end of the school year.

We also have an annual Broomfields' Got Talent competition which gives all children, regardless of if they take part in extra-curricular activities or not, the chance to perform in front of the school and parents.

### **Composing skills**

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g: graphic score, filming or using notation)

### **Appraising skills**

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

### **Listening and applying knowledge and understanding**

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

### **Principles of the Teaching and Learning of Music**

Music has an important contribution to make to the education of every child in developing creative, expressive skills and aesthetic awareness. Through the teaching of music, children can be provided with the stimulus for a lifetime's pleasure and participation as performers and listeners. The fundamental skills, knowledge and concepts of music are acquired through the activities of:

- performing
- composing
- listening
- appraising

Children need to be able to recognise the Elements of music:

- pitch
- duration
- dynamics
- tempo
- timbre
- texture
- structure

### **Intent, implementation, impact**

#### **Intent:**

The school believes that high quality Music Education will engage and inspire our pupils to develop their love of music and their talent as musicians. This experience and achievement will then increase their self-confidence and creativity. All individuals will have opportunities to develop these skills in a wide range of teaching and learning activities.

Our intent in music is for children:

- To perform, listen to and review a wide range of music.
- To learn to sing and use their voices.
- To have the opportunity to learn a musical instrument.
- To be introduced to the possibilities created by Music Technology.
- To develop an understanding of the terminology used within all music, which are referred to as the elements of music: pitch, timbre, dynamics, dynamics, tempo, texture, structure and musical notation.

### **Implementation**

- Children will participate in a range of classroom activities, which develop the skills they use across year 3 to 6.
- Children will have a weekly 50 minute music lesson alongside additional music activities such as whole school singing assembly and other listening opportunities throughout the school week.
- Children will develop confidence in performing, either using their voices or a musical instrument.
- Children will be given opportunities to access a wide range of musical genres; they will be confident about talking and evaluating this music, recognising that different music appeals to different people.
- Children will be given the opportunity to learn a musical instrument.
- Children will develop confidence as musicians.

The teaching within school will be supplemented via access to Accent (the Warrington and Halton Music Hub). This will include:

Y3: Ukulele  
Y4: Brass project  
Y5: Gospel Singing

Each of these activities will include an element of performance to the rest of the school, at local Concerts, or for a wider audience such as Music Festivals organised across the authority

### **Impact**

All children will participate in quality music sessions across the year. These may be linked to topics and other areas of the Curriculum, or taught as stand alone lessons. All music should be identified on each Year Group's Long Term and Medium Term Plans. The Sing Up Scheme of Work has clear sequences of lessons, lesson objectives and outlines, along with the resources needed to teach them; this will enable all members of staff (including non-specialists) to deliver well-planned quality lessons, with appropriate differentiation.

### **Content and organisation**

We have reviewed our Scheme of Work and aim to teach the above musical concepts using *'Sing Up!'* throughout the school. Through this we are able to give children a fun and engaging music curriculum which adheres to the National Plan for Music Education. Sing Up! is organised into teaching units which are designed to help us implement the requirements of the revised National Curriculum 2014.

All children in Year 3 will receive 10 weeks of Ukulele lessons, all children Year 4 will receive 10 weeks of Brass lessons and all children in Year 5 will take part in 10 weeks of Gospel

singing. All these lessons are taught by a specialist which are arranged in partnership with the Accent Music hub.

### **Continuity and progression**

Each unit in the Sing Up scheme are designed to build on and develop earlier units, allowing for continuity and progression. Close liaison with different year groups also allows individual class teachers to tailor their teaching to each class. This applies to both music lessons and recorder lessons.

### **Equal Opportunities, Special Needs and G & T.**

The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for SEN children and plan the curriculum with differentiated activities to allow each pupil access to the music curriculum in various ways:

- modifying instrumental parts
- adapting musical responses
- adapting instruments

Those children with a particular interest or aptitude in music have the chance to extend their education in a variety of ways, for example, recorder groups, choir, orchestra and various performance opportunities during the school year.

Peripatetic teachers from Music for Life are used to teach lessons in school for those wishing to extend their music skills. These lessons take part during the school day.

Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

### **Assessment, Recording and Reporting**

Informal, continuous assessment of the progression in music will be part of the normal teaching process to ensure continuity and progression. This will take the form of teacher observation as well as assessment for learning techniques and peer assessment. Teachers also film children's end of unit performances and at various points during each unit. This is shared with the children to show progression and allow evaluation.

Talented children should be guided towards opportunities provided by the Warrington 'Accent Music Hub.' Children receiving lessons from Music for Life also have free access to their ensemble groups which take place once a month. In the case of a truly musically gifted child, advice about available specialist musical education will be offered to the parents.

Knowledge, skills and understanding will be assessed against our school's milestone indicators. Children will progress through basic, advanced or deep understanding and these will be recorded on the whole school tracking system.

### **Assessments will be carried out in the broad areas of:**

- Performing
- Composing
- Transcribing
- Describing Music

**Assessment should:**

- shape future planning and ensure continuity
- contain work samples, photographs and photocopies
- be carried out through formally and through informal assessment for learning techniques and evaluation opportunities with peers

**Acts of Worship**

Pupils are given the opportunity to listen to a range of music at the beginning and end of our Acts of Worship and children have the chance to sing a mix of secular and non-secular songs during whole school singing sessions.

**Resources**

We have a designated music room in school which has a range of tuned and untuned percussion instruments as well as a piano and access to ipads and Garage Band.

We also have 2 halls, the main hall having an electric piano. Both halls also have speakers that connect up to a sound system and computer, allowing access to a wide variety of music and video.

Sing-Up and sparkyard subscription allow staff to access these resources across school and at home to aid planning.

**Roles and Responsibilities****The Headteacher:**

The Headteacher will actively support by encouraging staff, praising good practice and supporting staff development and in-service training.

**The Music Subject Leader:**

The Music Subject Leader will follow the guidance set out in the stages of subject leadership document and is responsible for the majority of the teaching of music.

**The Class Teacher:**

The Class Teacher will be responsible for the teaching of any additional music in class as discussed with the music subject leader.