

# Bill Quay Primary School



## Music Policy

**Rationale:**

Music is a rich and inspirational art which brings lifelong engagement, enjoyment and education. It can offer personal development, friendship and employment opportunities and is inclusive to all.

**Our Aims and Objectives in Teaching Music:**

We aim:

- That every pupil should fully develop their music potential through a high-quality, inspirational and enjoyable music education from the Early Years through to Y6 and beyond
- That all pupils should be musically confident and to have a good understanding of the elements of music
- That all pupils should enjoy taking part in singing activities and to have a positive experience of playing musical instruments
- That all pupils should develop active listening and the ability to evaluate and discuss what they hear
- That all pupils should feel confident and skilled to create their own music and to communicate with others through music
- That all pupils should feel inspired and determined to continue their music making and listening experiences once they leave primary school.

**National Curriculum for Music**

Through our aims and objectives as listed above and also through our music scheme, we are able to meet the requirements of the National Curriculum for Music which are:

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- To learn to sing and to use their voices; to create and compose music on their own and with others; to have the opportunity to learn a musical instrument; to use technology appropriately and to have the opportunity to progress to the next level of musical excellence
- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **The Model Music Curriculum**

Published in 2021, the DFE's Model Music Curriculum (MMC) sets out in detail a recommended Programme of Study for schools, together with end-of-year expectations and suggestions for repertoire for singing and listening. Our school music curriculum is based on the core guidance of the MMC, and we have closely aligned our curriculum-related expectations with those presented in that document. Our teaching and learning is designed around the core strands of singing, listening, performing, composing and musicianship (including notation).

### **Teaching and Learning:**

The schemes of work we use allow progression and differentiation so that children of all abilities are able to access the Music curriculum and develop their skills. We have intentionally planned our curriculum to give our pupils experience of a range of instruments, styles and genres, so that they can leave Bill Quay Primary School with in-depth experience of playing both wind and string instruments, as well as a wide range of percussion. We have also intentionally linked some of our units of work to topics that pupils study in their Humanities curriculum, such as the Brazilian Rainforest (Samba), Germany (The music of Germany and Scandinavia), Our Locality (North Eastern folk songs), Coasts (Songs from the Sea), World War Two (The music of the 20<sup>th</sup> century) and The Romans (The music of Italy).

### **Early Years:**

In the Early Years Foundation Stage, expert musical tuition is provided each week by a music specialist, who sings with the pupils and introduces them to the musical elements of pulse, dynamics, rhythm, pitch, tempo and timbre. They respond to music with movement, and use percussion instruments to accompany songs, keep a pulse and repeat rhythms. In their classroom time, they have opportunities both indoors and outside to experiment with tuned and untuned sounds, and to create their own musical patterns. They have the opportunity to perform simple songs for parents at Harvest time, Christmas and later in the school year. Reception class pupils also have their own programme of music listening activities to follow in class.

### **Key Stage 1:**

Each Key Stage 1 (KS1) class receives a discrete music lesson from a music specialist of at least 35 minutes each week, completing a unit of work each half term, following our school scheme of work. In KS1, the emphasis is on developing their knowledge of musical elements through singing and playing untuned and tuned percussion instruments, including chime bars and djembe drums (Y2). Class teachers supplement the teaching of music by delivering a further 30 minutes (minimum) of musical activities throughout the week. These usually include singing and listening activities. All of the KS1 music work is recorded in the form of videos and photos of playing, composing and performing, which are stored securely in accordance with our school media guidelines. Both KS1 classes have the opportunity to perform in front of parents

/ carers at Harvest time, at Christmas and later in the school year as appropriate. They also perform at least once for the rest of the school in a whole-school assembly.

### **Key Stage 2:**

Each class in Key Stage 2 (KS2) also receives a discrete music lesson of at least 45 minutes each week, completing a unit of work each half term, following the school scheme of work. The units offer opportunities to learn to play tuned instruments, as well as developing singing and percussion playing. In addition to work done using chime bars, boomwhackers and hand bells, the specific tuned instruments taught for each year group are:

- Penny whistles in Year 3 (one term)
- Recorders (one term) and Samba drumming in Year 4
- Ukulele (at least one term each year) in Years 5 and 6, as well as opportunities to revisit playing the recorder and djembe drums.

The wind and stringed instruments are delivered in blocks of four half-terms (minimum) each, with the wind instruments being taught in Lower KS2 and the stringed instruments in Upper KS2. This allows for the development for proficiency in the instruments played and for good progress to be made. These instruments are also the main focus for the teaching of notation and for composition in KS2.

More than half of the KS2 curriculum is delivered by a music specialist, and the other half is delivered by the class teacher. Some of the pupils' music work is recorded in their individual music jotters, while photographic and video records of their playing, performing and composing are stored securely online in accordance with our school media guidelines.

KS2 classes have the opportunity to perform for an audience at Christmas, and again later in the year when they perform for the rest of the school in a whole-school assembly. In addition, Year 6 pupils perform a musical show at the end of the summer term.

### **Whole School singing:**

Pupils sing each day in assembly time, and have a dedicated half hour whole-school singing session led by an experienced musician each week. This session includes a wide variety of songs, including some in other languages and from other cultures, as well as some of our local folk songs and songs which require singing in a round or in harmony.

### **Cross-curricular links:**

Wherever possible, cross-curricular links are made with music and other subjects. In particular, songs are used in the teaching of French, and some are used in other lessons too such as maths, RE and geography.

**Enrichment:**

Our school choir meets as an after-school club each week, and performs whenever possible in the local community. For example, at Christmas time, we develop our links with older people and sing at local community lounges or care homes, and often sing in Newcastle to support charities as Christmas approaches. Throughout the year, there are also opportunities to participate in ensemble work for recorders and ukuleles. A recorder ensemble meets at times throughout the year as a lunchtime club, and singers and musicians frequently perform in our weekly singing assembly. The choir also supports the Year 6 pupils in the end-of-year show.

Whenever possible, we participate in events run by the North East Music Hub, sometimes in connection with The Glasshouse ICM, Gateshead, including the Spring Sing. In addition, we also offer children the chance to experience live music through music workshop visits to school and visits to local concert halls and other venues, such as performances by the Royal Northern Symphonia.

Guitar and brass tuition is offered in school for pupils in KS2, with pupils being taught in small groups according to age and ability. Our brass players play together in our Bill Quay Brass Band, and this tuition is provided in partnership with Gateshead Music Service. Some pupils also have one-to-one piano tuition.

We encourage staff to attend music Continuing Professional Development (CPD), and have whole staff training sessions in school as needed and as part of our whole-school CPD programme. Guitarists, choir, brass players and pianists also have regular opportunities to perform in school assemblies.

**Assessment:**

Our assessment in music is mainly formative, with a summative assessment provided at the end of the academic year. Pupils are assessed throughout the year against our Progression of Skills, according to the learning objectives of each unit of work. Together, the class teacher and the music specialist assess the performance of each pupil in singing, performing, listening and composing throughout each unit. At the end of the year, an overall summative assessment is given. Our Progression of Skills is based on the guidelines laid down in the Model Music Curriculum. Children are assessed against these expectations as 'Working Towards' or achieving 'Expected' standard, and music is reported on at the end of each academic year in each child's school report.

We build a record of music at our school through a diary of provision, events, achievements, participation, performances and staff training. This is supplemented with recordings, photographs and informal observations.

Children taking part in small group instrumental lessons also receive a report from their teacher at the end of each academic year.

**Equality and Diversity**

It is the responsibility of all teachers at Bill Quay Primary School to ensure that all pupils irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the music curriculum and make the greatest possible progress in accordance with recent legislation.

The music programme of study enables pupils to understand aspects of other eras, traditions and cultures, as well as Britain's rich music heritage and how it has been, and can be, further enriched by the influences of music and ideas from different times, societies and cultures.