



Together on a learning adventure

Music Policy

Review/issue Date	September 2020
Prepared by	Hannah Hart
Ratified by	A Deane
Review date	September 2023
Other relevant policies	
Other relevant procedures	
Other relevant documents	
Statutory guidance	



Music Policy

1. Curriculum Intent

Music is considered by many people to be one of the richest of human experiences. At Bathampton Primary School, we value Music as an important part of the children's entitlement to a broad and balanced curriculum. It functions as a fundamental means of communication, bridging cultures, societies, languages and generations. Most children intuitively respond to musical stimulus and naturally develop a personal appreciation of music in at least some of its many and varied forms.

(b) Aims

The Music Curriculum follows the Four Strands identified in the National Curriculum:

- controlling sounds through singing and playing - performing skills
- creating and developing musical ideas - composing skills
- responding and reviewing - appraising skills
- listening, applying knowledge and understanding.

2. Curriculum Implementation

Music is a practical subject where pupils learn best through making and responding to a wide range of music. All music lessons should therefore involve the interrelated skills of performing, composing and appraising which are extended by applying listening skills and knowledge and understanding of music.

In KS1 and KS2, music is mainly taught as a discrete subject, by class teachers, following the units outlined in the Charanga scheme of learning, in order to cover the National Curriculum objectives and to ensure progression of learning.

Music in The EYFS music interweaves through all areas of learning and is mainly child-led, with provision made for children to access instruments.

There are a number of musical extra-curricular activities available at the school and several opportunities for children to rehearse and perform each year, including Christmas productions, a carol concert, a Year 6 play and Harvest festival. The school encourages children to undertake instrumental lessons from peripatetic teachers and invites external music providers to work with full classes throughout the year.

(2b) Early Years Foundation Stage

Pupils are offered broad musical experiences in order to support and nurture children's musical development. The 4 areas of learning, as outlines in Development matters are:

- Hearing and listening.
- Vocalising and singing.
- Moving and dancing.
- Exploring and playing.

(2c) Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the interrelated dimensions of music.

(2d) Key stage 2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- improvise and compose music for a range of purposes using the interrelated dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

(2e) The contribution of music to teaching in other curriculum areas

There are strong cross curricular links between music and English, maths, science, history and geography which allow skills learnt in other subject areas to be reinforced and embedded.

3. Curriculum Impact

Music education develops skills, attitudes and attributes that support learning in other subjects; for example, listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others. Research also highlights the importance of musical education in the emotional, physical and cognitive development of children. Music education shapes the aesthetic criteria, values and inner emotional world of pupils. It is important in developing the intellectual abilities and higher mental cognitive functions, including the development of personal identity. Music education, therefore, has a positive effect on all areas of a child's life.

4. Music for pupils with SEND

It is the ethos of this School that pupils' efforts and achievements are praised and that all feedback is as positive as possible. All pupils are encouraged to strive to fulfil their personal potential. Constructive comments are made to support pupils who are struggling to achieve. Gifted and talented children are identified and given the help and advice needed to develop their abilities further. We provide a safe and supportive environment where children feel able to try new skills, take risks with their learning and so are ultimately able to flourish and progress.

5. Assessment

Evidence of progression and attainment in Music is gathered through: ongoing observation of children at work, informal discussion and questioning, evaluation of prepared performances, evaluation of written work, written and the children's assessment of their own and others' work. Assessment of children's attainment should always be made against clear learning objectives and success criteria. It should be clearly recorded whether each child has achieved, surpassed or is still working towards each objective. The teachers will need to refer to their own assessment during each unit of work in order to report on a child's achievements at the end of each term.

Children in Foundation Stage are assessed against age related expectation levels which are reported to parents at the end of the reception year.

6. Resources

Charanga Music School – an online resource paid for on an annual basis, subsidised by the BANES Music Hub

A wide range of tuned and untuned percussion instruments

Specialist Instrumental Teachers, arranged through BANES music hub.

Access to Cellos, violins, Glockenspiels, ukuleles, Djembe drums (on loan for academic year 2019-2020) and music stands.

7. Monitoring and review

The Music Co-ordinator is responsible for the monitoring and implementation of the Music Curriculum, the peripatetic lessons and the management of Music resources.

The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. There will be an opportunity each year for the subject leader to lead a professional development meeting for the teaching staff to ensure skills and progression are always enhanced. The music subject leader gives the Head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement. The music subject leader can use PPA time or may have additional time which they use to review evidence of the children's work, and to undertake lesson observations of music teaching across the school.