

Music Policy

3rd November 2023
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This policy should be read in conjunction with the *Quality of Education Policy*, any related subject policies and the following:

Assessment Policy	Able Pupils Policy
Behaviour Policy	Health and Safety Policy
Early Years Foundation Stage Policy	Safeguarding and Child Protection Policy
Equality and Community Cohesion Policy	Special Educational Needs and Disability Policy

Other documents that support the teaching and learning of Music:

National Curriculum for Music
Development Matters (for the Early Years Foundation Stage)
Documentation to support curriculum planning including Charanga

Throughout this policy 'parents' denotes those with parental responsibility.

1. Mission Statement

Music is seen as an integral part of the curriculum at Belmont Primary School and we believe it to be a vital aspect of each child's development. It provides a unique way of communicating that can inspire and motivate children, enabling them to develop an insight into areas of experience which cannot be easily verbalised, and a capacity to express ideas and feelings through sound. It is a vehicle for personal expression and can play an important part in personal development. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world in which they live and forges links between home and school. It also plays an important role in helping children to work together and feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music that they experience.

1.1 Aims and Objectives

Our aim is to foster children's sensitivity, understanding and enjoyment of music through an active involvement in listening, composing, performing and appraising. Through musical activities at Belmont we:

- enable children to enjoy music as an expressive medium;
- promote positive attitudes towards children's own and other musical traditions;
- help children to reach their potential in the interrelated skills of performing, composing and appreciating music and to apply these skills with confidence and a sense of achievement;
- provide opportunities for children to perform to and with others in a range of contexts and to view live performances;
- encourage children to participate in extra-curricular musical activities both within and outside of school.

In Nursery and Reception, music is taught as part of the Early Years Foundation Stage (EYFS) of the National Curriculum within the Expressive Arts and Design area of learning. Lessons are planned to enable children to meet objectives appropriate to their age and stage of development, as set out in the EYFS programme.

In Key Stage 1 and Key Stage 2, children are taught in line with the National Curriculum for music which aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

2. Approaches to Teaching and Learning

Please refer to the Quality of Education Policy.

3. Resources

Music resources such as musical instruments and songbooks support planning, and are located in the Music Room. Lesson, midterm plans and activities can be found on the T-Drive. Each pupil has their own Music exercise book and evidence of lessons and assessment are recorded here. Each class from Reception to Year 6 has the facility to play CDs and download music (available on the multimedia drive) through the class computer. The Early Years classes keep a small selection of musical instruments in their classrooms to enable them to provide opportunities for children to explore freely. Other classes may borrow resources, which are not part of a class set, for a limited period to allow for extension and follow-up activities. Pianos are located in key areas for communal singing, music tuition and performance, and

may be relocated according to need. If we require a class set of instruments we do not have, we are able to borrow them from our Music Hub – Hounslow Music Service.

In Year 3, all children have the opportunity to learn a musical instrument through the Wider Opportunities programme and instruments are provided for each child's use by the Hounslow Music Service. A small number of other instruments are available for loan for individual or group lessons but, in general, parents are asked to arrange to hire or purchase an instrument for their child's use through a reputable music shop.

4. Learning Environment

Please refer to the Quality of Education Policy.

5. Planning

To be read in conjunction with the Quality of Education Policy.

Our class music planning draws on a range of resources to support the progression and development of pupils' music skills. In addition, we make use of a range of materials to foster singing and performance skills, including a variety of songbooks, musical shows written for children, books and posters to develop instrumental skills and understanding of musical elements. We also use a variety of online resources such as, BBC Bitesize, Charanga and the Hounslow Education Partnership (HEP) website.

Our planning of musical activities aims to ensure a balance each year between the different elements of performing, composing, listening and appraising. The children are given the experience of working as a class, in groups and individually, although many lessons integrate these components. Children also participate regularly in musical activities involving several classes and year groups.

Opportunities are planned for the pupils to develop their knowledge of composers and recognition of well-known pieces of music across a range of genres and time periods.

6. Assessment

Parents of children who learn musical instruments individually or as part of a small group receive an annual report. Please refer to the Assessment Policy for further details of assessment in music as one of the foundation subjects and to the Early Years Foundation Stage Policy where it forms part of Expressive Arts & Design.

7. Cross Curricular Opportunities

To be read in conjunction with the Quality of Education Policy.

7.1 Language and Mathematical Development

Music actively promotes the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They may use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. In addition, music contributes to the teaching of mathematics in that children who study the structure of music are observing and generalising patterns and processes.

7.2 Computing

Children use computer programs to support and enhance the music curriculum, for example to compose music, to identify sounds made by different instruments and to add sound tracks – of their own composition or via internet downloads - to visual images. They enhance their research skills through the internet and CD ROMs. Children record their own compositions and performances to allow them to analyse and evaluate them and may present their completed work through the use of ICT e.g. through use of the video camera and Charanga. The computer suites, class computers and interactive whiteboards and the school network enable music to be readily accessed and shared.

7.3 Personal, Social, Health and Citizenship Education (PSHCE)

Music contributes significantly to the teaching of PSHCE. Through the common goal of making music, children learn to work effectively with other people and build self-confidence and good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. Participation in successful public performances involving music promotes a positive sense of pride in the efforts and achievements of the group and proves memorable for both the pupils and their families and friends.

7.4 Spiritual, Moral, Social and Cultural

Listening to, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Both in assembly and through in-class music, children at Belmont have the opportunity to encounter music from many cultures and music that is of importance to different religious traditions. Through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

8. Enhancing the Curriculum

8.1 Additional music teaching

The school participates in the Wider Opportunities scheme which is externally funded and was set up to enable all pupils to receive tuition in a musical instrument for one school year in KS2 (currently at Belmont Year 3 learn the ukulele). This tuition is provided by the Hounslow Music Service. Weekly lessons are taught to the whole class.

Children are offered additional opportunities to study a musical instrument with peripatetic teachers who visit the school each week. Parents, who wish their child to participate, purchase or hire the instrument and pay the additional music lesson fees on a termly basis. Financial support may be available to children who are disadvantaged by his/her family circumstances.

Lessons are generally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the violin, recorder, saxophone, guitar, drums, voice or flute. Piano teaching is on an individual basis. Music lessons take place during the school day and may involve children being withdrawn from their school lessons. However, timetables are drawn up on a rotational basis to ensure that children are withdrawn from different rather than the same activities over the course of a term. Some lessons are also offered during lunchtimes and immediately before or after school.

8.2 Extra-curricular Musical Activities

At Belmont we have a combined choir for Key Stage 2. The choir is run by two experienced choral teachers who hold weekly rehearsals during Thursday lunchtime. The choir's primary aim is to enable children to enjoy singing together. They also perform in public on a number of occasions throughout the year, e.g. carol singing to local residents, entertaining visitors at school fairs and participating in the projects with the Hounslow Music Centre and the local community. In addition, children are given opportunities to participate in and/or attend live performances, some of which extend outside school hours.

8.3 Music Assemblies and Annual Music Concert

We host an annual music concert which gives an opportunity for KS2 children who learn a musical instrument (either within school or externally) and who have reached a certain level of confidence and skill to perform for family and friends. The concert also showcases the school choir. Further performance opportunities are provided through regular music assemblies which are led by different year groups.

9. Inclusion

To be read in conjunction with the Quality of Education Policy.

9.1 Special Educational Needs and Disability

Music provides an excellent opportunity to develop the confidence and self-esteem of children with special educational needs and/or disability. Teachers provide learning opportunities matched to the needs of all children to promote success. Music is not dependent upon academic ability, but provides for individual expression and responses, enabling children to succeed at their own level. Teaching support staff may work with individuals if they would otherwise have particular difficulty in accessing this subject alongside their peers. For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged, instruments carefully selected for ease of handling or special equipment to transmit sound used for the hearing impaired. In addition, should a child with a particular need wish to learn an instrument, the school will help the family to choose the most appropriate instrument in consultation with music teachers.

9.2 Able Pupils

We recognise that some children have special ability in the area of music, which may or may not be linked to ability in other curriculum areas. Our music planning for each unit includes extension activities to provide challenge for these children, and we encourage them to use their gifts and develop their skills within the range of musical activities on offer at Belmont and through external events and clubs. For example, such children may compose using tuned percussion instruments whilst others use un-tuned instruments, take the role of arranging and conducting a group composition, become members of the choir or band at a younger age, perform as soloists within musical concerts or become members of specialist ensembles within the local community.

10. Health and Safety and Safeguarding

Please refer to the Quality of Education Policy.

11. Roles and Responsibilities

11.1 Subject leaders

In addition to the responsibilities outlined in the Quality of Education Policy, the subject leader for Music has responsibility for:

- liaising with peripatetic music teachers and the Hounslow Music Services
- organising extra-curricular musical activities.

12. Policy Review

This policy will be reviewed by the School Policy Committee for curriculum policies according to the cycle agreed by School and Governors.