



# *Blue Gate Fields Junior School*

## **Music Policy**

### **Policy details:**

**Date of policy:** July 2016  
**Last updated:** March 2022, March 2024  
**Date of next review:** March 2026

### **Person (s) responsible for implementation and monitoring:**

**Sian Acreman (Head Teacher)**

### **Signature (Chair of governors)**

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### **Signature (Head teacher)**

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**Date: 01.02.2022**

We believe 'music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' (The National Curriculum in England Framework Document (DfE) 2014)

We have a duty to ensure compliance with the National Curriculum and with the application of the programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

#### 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 great musicians and composers.
- To ensure that all pupils 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.
- To ensure that all pupils 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.
- To promote the teaching of numeracy and literacy within all subjects.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Our intention is to build technical, creative, performative, evaluative and theoretical skills in music, in a supportive and stimulating environment giving access to resources and musical environments to create a foundational template of multi-instrumental learning in a cultural context where musical learning is under represented. We will enable a creative, playful &

focused environment for students to be musically engaged and challenged. We will utilise aural, linguistic, visual & kinesthetic teaching methods to reach learners with different needs which will maximise music-making time within lessons and build links to numeracy, literacy & science. We recognise the importance of atmosphere and relationships within music making and provide a space where students are able to participate in a group and given opportunities to lead and make informed musical decisions.

We will work to frame a space to build skills for self-expression.

We will focus on group music making with an emphasis on maximising students' involvement and engagement with musical activities and repertoire lead performance. Creating multiple avenues for differentiation by layering different parts, enabling students as teachers to consolidate their own learning and providing small group and solo opportunities throughout classes and during performances.

In implementing the curriculum, we use a progression of musical instruments throughout key stage 2 learning technical skills in singing, body percussion, djembe/percussion, dance, glockenspiel, xylophone and ukulele with opportunities to develop these skills creatively with opportunities for improvising, composing & performing, and for consistent pupil appraisal to build evaluative skills and make informed musical choices.

Musical games provide an enjoyable and engaging way for students to learn key musical phenomena; pulse, time signature, tempo, dynamics, pitch. Embodied musical experience is the basis for musical terminology, so that practice is leading theory and not the other way round. Pulse counting is done in multiple languages to use opportunities to build on students' own understanding of multi-cultural expression.

Beginning with group marking pulse in different movements and developing through body percussion repertoire and games students act as one in unison, this helps build group musical consciousness and lays a foundation for ensemble playing.

Moving on to djembe & percussion playing, students learn specific instrument based skills in posture, sound production (bass, tone and flam), instrument care, correct technique and West African repertoire connected to the instruments origin. We explore the relationship between music and culture/geography. In addition to learning drumming skills, students build an understanding of how to structure musical pieces/performances, learning start/change and stop signals, performance skills and improvisation skills, first over a bar of 4, then over 2 bars of four. We also explore polyrhythm, by combining rhythms. In addition to aural/visual learning from correct teacher modelling (consistent with West African Drum teaching methods) notation used develops from simple shape diagrams to drumming grids which can usefully mark out the space between the notes.

Glockenspiels & xylophones are a great way to enable students to explore melody and harmony in addition to rhythmic skills developed in body percussion and djembe playing. Whilst new technical skills are developed in how to hold and correctly use beaters to manage sound production, melodies and chords (learnt through repertoire) can be collectively produced fairly rapidly. Contrasting glockenspiels and xylophones provides a great opportunity for exploring the physics of sound in terms of attack and decay and the effect of materials on the instrument's tone.

Ukuleles are a great, accessible way to learn stringed instruments and provide a new way to practically employ musical understanding by learning plucking, fretting and strumming techniques whilst learning about correct posture and playing technique. Links to other stringed instruments are discussed and made explicit by parallel demonstration of guitar, electric guitar and bass.

Whether from teacher accompaniment on various instruments or students themselves combining instruments, students have experience of how musical instruments are combined, and the effects of dynamics, arrangement & structure are explored in making changes to which instruments play which part.

Music is in some ways physicalised numeracy; specific patterns are played a specific number of times, students need to count where they play and where they don't and student arrangements and performances require students to have an understanding of combining patterns in order they make sense musically.

Throughout group, small group and individual playing/performing feedback, evaluative skills are developed in order to understand how to build musically, which could be about posture, instrumental technique (sound production), rhythmic/harmonic or melodic accuracy, dynamics, tempo, etc. Feedback from the teacher begins with positive attention before addressing areas to improve on, ("get even better") to build student confidence in new areas of learning. Opportunities for differentiation are created by offering more complex parts, opportunities for solos, to lead groups (become 'captains') and to teach others in pair/ small group work.

### **Access**

On the whole, students at Blue Gate Fields Junior School do not have great access to opportunities for singing or instrumental learning outside of school time. Throughout key stage 2, all students have access to learning 3 different instrument groups, to learn repertoire and instruments from around the world and to perform in regular school concerts.

### **Skills**

This access provides a space where students can learn and develop instrument specific and more general musical skills they would otherwise not have had. At this critical age a muscle memory template is created that gives students a basis for further instrumental learning in secondary school or later in life. In addition to musical skills, group work and performance skills are developed in a way that is unique to music. Early access to these opportunities can take away the fear from instrumental learning in later life.

### **Non-Linguistic**

Whilst students with more advanced language skills can engage in more theoretical sides of music skills, the emphasis on music making gives greater attention to non-linguistic, multi-sensory & kinaesthetic learning that can give students with linguistic or behavioural/emotional difficulties a vehicle of self-expression and a means to be connected to something as a class.

## **Roles and Responsibility for the Policy**

### **Role of the Governing Body**

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of Music;

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Head teacher and the Senior Leadership Team**

The Headteacher and the Senior Leadership Team will:

- ensure all school personnel are aware of and comply with this policy;
- work closely with the subject leader;
- ensure compliance with the legal requirements of the National Curriculum;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy

### **Role of the Senior Leader**

The Subject Leader, who is a subject specialist, will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;
  - auditing the subject area
  - review of the scheme of work
  - scrutinising children's work
  - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises regarding;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake an annual audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- manage the subject budget effectively;
- undertake risk assessments when required;
- review and monitor;

### **Role of Pupils**

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of Parents/Carers**

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - curriculum development workshops
- be encouraged to respond to curriculum information newsletter;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- encourage effort and achievement;
- join the school in celebrating success of their child's learning;

### **Links with ICT**

The use of information and communication technology will promote, enhance and support the teaching of this subject area.

### **Inclusion**

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;
- who are looked after;
- from minority faiths, ethnicities, travelers, asylum seekers, refugees;
- who are gifted and talented;
- who are at risk of disaffection;

- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;
- from families who are under stress

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able, gifted and talented children. We believe that:

- more able children demonstrate a higher ability than average for the class and often require responsive teaching and opportunities to learn through challenges;
- gifted children are those who have the ability to do well in more than one subject;
- talented children demonstrate an innate talent or skill in creative, cultural or sporting fields

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

#### Differentiation

Differentiation is best defined as 'the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning.' (Geoff Petty)

The main purpose of differentiation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see differentiation as a form of integration and not exclusion.

Differentiation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

## Special Educational Needs

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

## Assessment for Learning

The Music Teacher will:

- carry out continuous assessment;
- use short-term assessments matched to the teaching objectives to adjust their planning;
- carry out medium-term assessments to measure progress against key objectives to adjust planning;
- carry out long-term assessment to assess progress against school and national targets;
- use long-term assessments to help them plan for the next academic year;
- inform parents and carers of their child's progress and targets

## Monitoring and Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the SLT.

Standards will be monitored by:

- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

## Contribution of the Subject to other Areas of the Curriculum

Music can be linked to most curriculum subjects.

## Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year

## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.



This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

#### Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement. (See Policy Evaluation)