

Bricknell Primary School



Music Policy



Music Policy

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Curriculum Intent

At Bricknell Primary School, the teaching of Music has been carefully considered to enable our pupils to become skilled and confident musicians. Our curriculum aims to provide the children with a secure understanding of music through singing, listening, performing, and composing. We are dedicated to fostering a passion for the subject as well deepening the children’s knowledge and skills in music. We are committed to developing our musician’s creativity, confidence, and appreciation of music in a balanced and non-judgemental way.

At Bricknell, we follow the Charanga Music Scheme in the Spring and Summer Term, alongside this our highly skilled subject leader has carefully worked to create a Musical Notation Theory Unit of work that is taught in the Autumn Term. This will provide our pupils with the knowledge and skills required to read music confidently and master the different elements of music. Similarly, a Listening and Appraising Unit of work has been devised that will run alongside the Musical Notation Theory Unit and Charanga’s Music Scheme. A Curriculum Overview Document has been carefully thought out and objectives for each year group are progressively mapped out to ensure our pupils are given the acquired skills and knowledge the further their education journey into KS3.

Our aim is to provide inclusive and aspirational environments and learning experiences where pupils thrive and build the cultural capital, they need to make aspirational choices about their own futures, overcoming any barriers. To achieve this, our curriculum is underpinned by the principles highlighted in our Aspiration Curriculum.



Within the Music Curriculum Overview Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within Music, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills, required to successfully achieve in Music. The Key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded within the long term memory. These key concepts compliment work carried out across the school in line with the Aspiration Curriculum. The expectation is that, by the end of Primary School, children will know and understand these key concepts and to give them a solid foundation to enter the music curriculum at KS3.

In addition to first order concepts, the subject leader has identified subject specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught.

Key concepts:

The music curriculum is taught progressively through three interrelated pillars:

- **Technical**
 - *Competence in controlling sound (instrumental, vocal or with music technology)*
 - *Use of a communication system, such as staff notation or guitar tab*
- **Constructive**
 - *Knowledge of the musical elements in **performing, composition and listening***
 - *Knowledge of the components of composition*
- **Expressive**
 - *Musical quality in a performance*
 - *Musical creativity*
 - *Knowledge of musical meaning and culture across the world and through time*

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following **key concepts**:

- Singing** Pupils develop an understanding of pitch, melody, rhythm and control, individually and as part of a group
- Listening** Pupils will explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features with increasing skill and confidence
- Composing** Pupils will have a range of opportunities to improvise, compose and notate: representing sounds through symbols including standard and non-standard notation. They will apply their knowledge of musical elements and the components of composition to express their ideas.
- Performing** Pupils will have a range of opportunities to sing and play instruments, individually and in groups. They will learn the skills and importance of practising, rehearsing, presenting, recording and evaluating their performances.
- Musicianship** Pupils will learn to understand and use the elements of music such as pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form

Second order concepts:

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to Music are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
Music	Significant composers, pieces of music and musical periods.	Comparing pieces of music, identifying common/different styles and techniques		How music has changed over time		Using music terminology, responding to music, expressing opinions, experimenting, exploring, performing	Exploring different musical styles, pieces and composers.

By then end of EYFS, children will:

Be able to sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and try to move in time with the music. Express their ideas and feelings about music, explore and engage in music making. Use props in a performance on their own or in a group.

By the end of key stage 1, children will:

1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
2. Play tuned and untuned instruments musically.
3. Listen with concentration and understanding to a range of high-quality live and recorded music.
4. Experiment with, create, select, and combine sounds using the interrelated dimensions of music.

By the end of key stage 2, children will:

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.

1. Improvise and compose music for a range of purposes using the inter-related dimensions of music
2. Listen with attention to detail and recall sounds with increasing aural memory
3. Use and understand staff and other musical notations
4. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
5. Develop an understanding of the history of music.

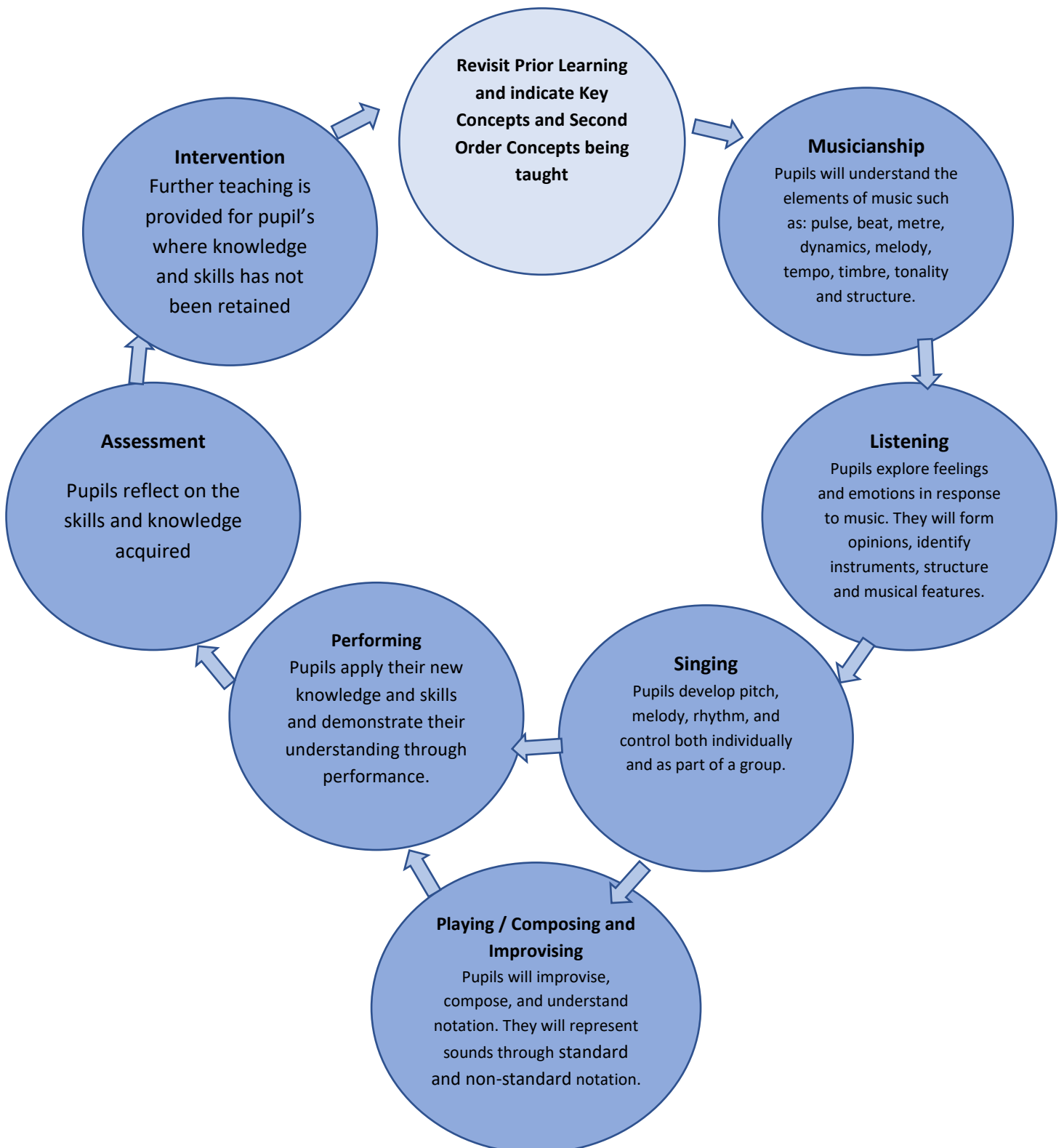
Any child working below their age-related expectation, will receive a tailored curriculum with personalised objectives taken from the Curriculum Assessment Toolkit. This will enable all children to build the skills and knowledge needed to bridge the gap between themselves and their peers enabling them to reach their full potential.

Implementation

At Bricknell Primary School, our curriculum is carefully mapped out into a Long-Term Plan by our highly skilled subject coordinator. This enables links between subjects to be identified and carefully planned for to support pupil's retention of knowledge and skills.

The academic year is broken down into three units across the year. Music is taught discretely through each of the three units and outcomes are demonstrated in music books as well as video recordings.

At Bricknell, all Music lessons will follow the same teaching sequence outlined below. However, the Musical Notation Theory Unit of work will focus primarily on Musicianship followed by a final lesson on Listening and Appraising a whole school piece of music.



In light of Covid 19 and Bricknell's Recovery Curriculum, subject leaders have identified key concepts across the curriculum which need to be prioritised in each year group to ensure that pupils have the knowledge required to access their next progressive steps in their education and enable them to access the National Curriculum.

In Year 4, all pupils take part in the wider opportunities programme and are taught how to play a pBuzzer instrument by a specialist music teacher. In order to prepare the children for this, teachers across EYFS, Year 1, 2 and 3 provide the fundamental knowledge and skills so that all pupils can access this fantastic opportunity.

Additional to the discrete Music lessons, all pupils will be included in collective singing during assemblies. Children entering KS2 are provided with the opportunity to develop their love of music by playing a musical instrument with peripatetic teachers. Children taking part in these additional enrichment activities, are celebrated and pupil's musical achievements are shared and celebrated during whole school assemblies.

Impact

A wide range of strategies are used to measure the impact of our Music curriculum. Formative Assessments are carried out by teachers after each lesson which will allow them to inform future planning. Additionally, summative assessments are carried out by using an internal assessment tool. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge, skills, behaviours, and attitudes are addressed and additional teaching and support is provided.

In EYFS, staff professional judgements are valued. Assessments are formative so that they quickly make a difference to children's learning. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. We record WOW moments on Tapestry and build up a detailed picture of each child using a Child on a Page document.

Our Subject Leader will also monitor the effectiveness of the Music curriculum through carrying out regular subject 360 evaluations. These evaluations are quality assured by the Curriculum Lead, Senior Leadership and Governors.

The effectiveness of Music is also monitored through pupil and parental voice throughout the course of the year.

Extra-curricular

In Year 3, children have access to the peripatetic music service. The school offers an after school Musical Theatre club where children enjoy singing and performing. As a school, we aim to participate in collective singing in the wider community.

Cross curricular connections.

Music should be used across the curriculum as a stimulus for art, drama, ICT and P.E and wherever else it is appropriate. Basic skills are developed through music in several ways. Pupils' communication skills are developed when responding to music or working collaboratively on composition and performance. Pupils are asked to write in response to pieces of music they listen to. Maths skills are developed through notation and scoring work and through work of rhythm. ICT skills are developed using composing software and notation applications.

In Year 4 all pupils take part in the Widening Opportunities Scheme, led by a specialist music teacher through which they learn a brass instrument and take part in a brass concert at Hull City Hall.

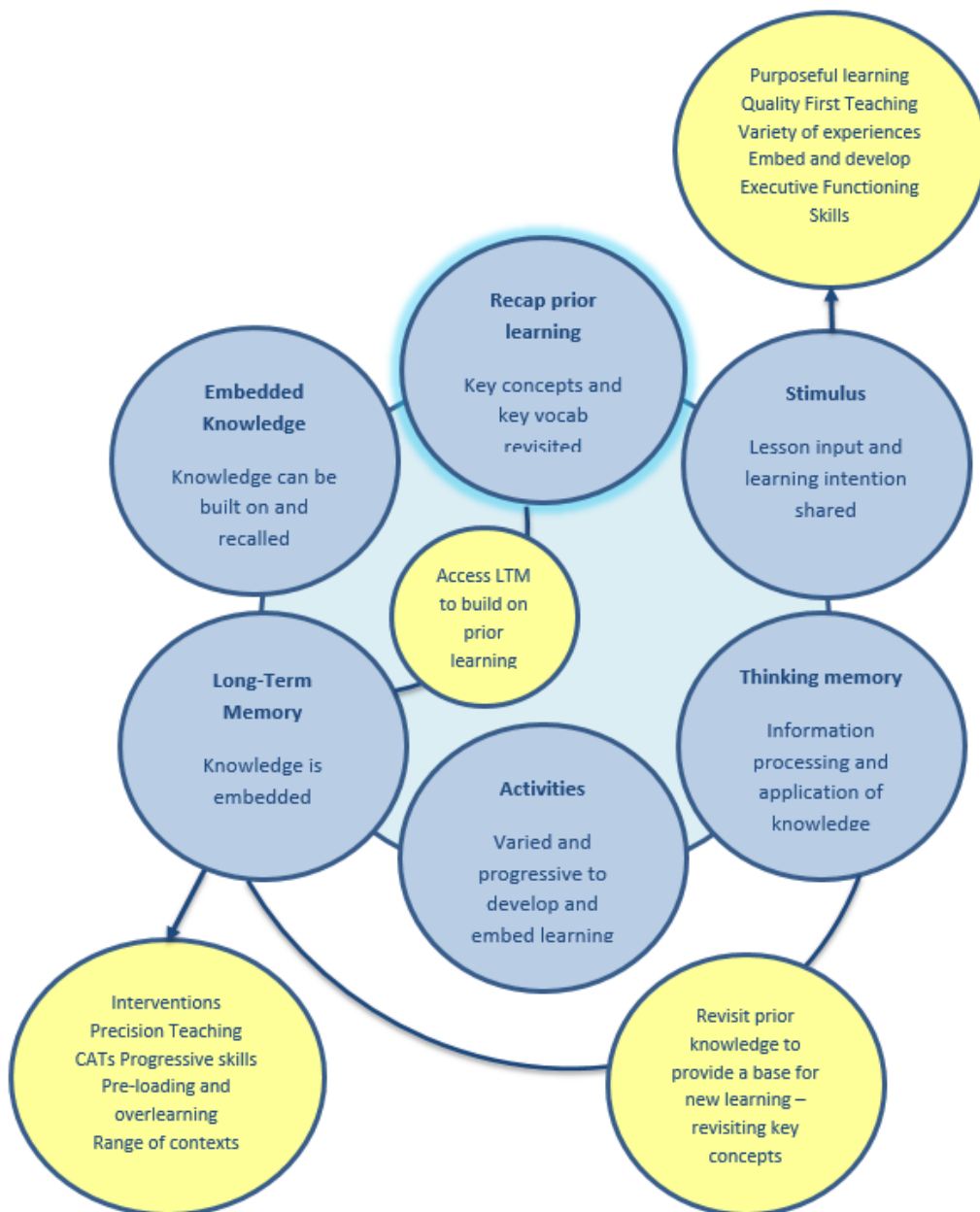
SEND

At Bricknell, we have a high SEND population, and our pupils are fully immersed into the broad and balanced curriculum. However, we tailor the curriculum to meet the individual needs of SEND pupils. Where a child's need prevents them from accessing the Age-Related Expectations for subjects, planning is tailored to meet the individual needs of all pupils using the CATs document. This document breaks down each objective across the curriculum to enable all pupils to achieve success at an appropriate level for their needs. This ranges from P4 to Year 6 to ensure that there is no ceiling on any child's learning. In addition to this, some pupils are given the opportunity to take part in an AQA life skills programme. This programme consists of a sequence of skills that children work towards and develop their independence. This programme has been developed by the external agency IPASS and is tailored to meet the individual needs of our pupils. Each skill, when mastered, is rewarded with a qualification and certificate. Prior to the children starting this at the age of seven, pupils take part in the CATs PSHE scheme of work which was developed alongside a local special school. This programme aims to plug gaps and remove barriers to learning.

Metacognition

Metacognition relates to thinking about thinking. It is a mechanism to enhance student learning, both for immediate outcomes and for helping students to understand their own learning processes. Metacognitive strategies are embedded into all areas of our curriculum and opportunities are planned to develop these skills over time. These skills include self-questioning, meditation, reflection, developing an awareness of strengths and weaknesses and an awareness of personal learning styles. Developing this metacognitive understanding is a skill for life. When learners “think about their thinking” they are more capable of independent self-improvement. At Bricknell, metacognitive strategies are learned, practised, and made into habits in order to improve learning, self-understanding and thinking skills impacting both the present and future.

Our metacognition and working memory model is shown below:



All staff have had extensive CPD, in collaboration with the Educational Psychologist, to support their understanding of child development and metacognition strategies to enable them to develop the knowledge and skills required to enable children to learn progressively over time.

Evaluation

In evaluating the effectiveness of our Music teaching, we should be aware of the following:

- Do we allow children to express creative and original thinking to music?
- Do we provide children with opportunities to compose and perform using a variety of instruments?
- Do we make use of ICT to develop pupil's musical skills?
- Do we provide children with regular opportunities to develop their singing skills?
- Do we give the children access to a variety of music of different genres and styles including music from different cultures?
- Do we allow children to express their feelings about music?
- Do we provide pupils with a growing musical vocabulary?
- Do we support all children with their learning?
- Do we help children to remember prior learning?
- Do we allow children to understand and remember skills and knowledge outside of lessons?

Resources

All year groups have access to a set of instruments. The school also has a set of brass instruments, and percussion instruments.

All year groups have access to 'Charanga' which is a progressive skills-based programme for the teaching of music.