



# Music

Policy reviewed by: Rosie Winstanley

Date: January 2025

Review date: January 2026

This document is intended to inform Teachers, Governors and parents about the teaching and learning of Music across all key stages at Bramley Park Academy.

## Contents:

1. Aims
2. The Model Music Curriculum
3. Planning and teaching
4. Assessment and recording
5. The subject leader
6. Resources and Displays
7. Equal opportunities
8. Music in the core curriculum

## Aims

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual helping to increase confidence and raise self esteem. Taking part in practical music making can lead children to develop their self discipline, concentration and listening skills as well as the ability to collaborate and work together with others. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. It is also important in helping children feel part of a community.

At Bramley Park Academy we will aim to:

- Ensure that children develop their knowledge, skills and understanding of music through a combination of performing, composing, listening and appraising activities.
- Promote children's spiritual, moral, social and cultural development through music.

## 2. The National Curriculum and the Statutory Framework for the Early Years Foundation Stage

The Statutory Framework for the Early Years Foundation Stage states that by the end of the Reception year children should be able to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The National Curriculum states that:

*Singing is at the heart of Key Stage 1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence. Songs, chants and listening to repertoire are suggested as a starting point. They are not set works, but provide guidance for teachers as they select repertoire appropriate to their school. Pupils will*

*internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2.*

The Model Music Curriculum states that:

*The key skills and techniques learnt [in Key Stage 2] build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3, and while singing remains a key thread throughout Key Stage 2 the model curriculum will support other aspects of music making – in particular, the opportunity to access and make progress on a musical instrument.*

*Instrumental teaching provision will be dependent on the availability of instruments and specialist teachers and the opportunities provided by the Music Education Hub partner delivering whole-class tuition.*

### 3. Planning and teaching

Teachers are encouraged to integrate music into the daily life and learning of their class as much as possible. Songs and music games can be used to break up the day, enliven or calm the children. They can be a useful tool for classroom management and to motivate the children.

All children in school are expected to attend weekly Singing Assemblies, with a duration of 30 minutes per week, taught by a Music Specialist. These sessions include instruction on warming up, an understanding of key vocabulary and cover a range of genres.

All children in school take part in a 'Music of the Week' session in which they are encouraged to actively listen to music from a range of genres and from different parts of the world. They are then given opportunities to critically analyse and appraise the music, giving their opinion and using musical vocabulary. This music is also played during daily assemblies to increase opportunities for listening.

### EYFS

In the EYFS (Early Years Foundation Stage) music is an integral part of children's learning journey.

- Rhyme and rhythm are utilised throughout the learning of phonics, handwriting, topic and mathematics.
- Children learn a wide range of songs and rhymes and develop skills for performing together.
- Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.
- Children also access daily singing sessions and regular discrete music sessions.

## Key Stage 1

At Key Stage 1 pupils develop their skills further in singing, listening, performing and evaluating and further increase their knowledge and understanding of musical concepts.

All children in Key Stage 1 access weekly music lessons, which incorporate singing, listening and appraising, improvising, composing and performing. Children are introduced to untuned percussion instruments to support their musical development and to give opportunities for performance as an ensemble.

## Key Stage 2

At Key Stage 2 pupils develop their musical confidence performing solo and in ensemble contexts using their voices and instruments with increasing control. Pupils' experiences at this stage enable them to develop an understanding of the role of music in culture and history, both in relation to them individually, as well as ethnicities from across the world. Pupils learn to improvise and compose music for a range of purposes using the inter-dimensions of music. Pupils increase their musical knowledge in relation to notation, with a clear progression from graphic notation to traditional notation by the end of Year 6. All children in KS2 are given the opportunity to learn to play the glockenspiel as part of their weekly music lessons, developing the ability to play and perform simple pieces of music individually and as part of an ensemble.

Pupils in Year 3 benefit from whole class specialist teaching which allows children the opportunity to learn to play the ukulele as part of an ensemble and to engender a love of music learning. Throughout the sessions the interrelated elements of music are developed. This is delivered by a Music Specialist from the ArtForms Music Hub.

## 4. Assessment and recording

Assessment and feedback to pupils is carried out by observation and oral feedback during lessons.

In Key Stage 2, pupils are encouraged to critique and reflect on improvements that can be made to their own work. Photographic and video records may be kept until the end of the year.

Assessment in Early Years will be against our bespoke curriculum 'I can' statements, taken from Development Matters and Birth to 5 Matters. Children will be assessed against the Early Learning Goal for Expressive Art and Design at the end of the academic year.

## 5. The subject leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning. They will monitor the quality of teaching and the standard of work produced. Examples of evidence from each year group will be kept from

year to year where necessary. The subject leader will complete an annual Quality Assurance Schedule, in which music planning, teaching and evidencing is assessed. They will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to foster a love of music and advise teachers on teaching methods they may wish to explore.

## 6. Resources and Displays

All teachers are provided with a carefully-planned sequence of lessons to deliver, using Charanga Music as a key resource. A shared area of resources is available to all teachers. Photos of children enjoying music lessons will be displayed to promote a positive culture around music in school. Regular orders and audits will be carried out where necessary and applicable.

## 7. Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken in music lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

Pupils with special educational needs and disabilities are assisted by teachers during music lessons where necessary and appropriate. Focused and targeted music sessions take place for children who find it difficult to access whole class teaching. These are provided by ArtForms Music Hub.

Music from a wide range of periods in time and a diverse collection of cultures and peoples is planned for and included within the curriculum to ensure that children have the relevant and necessary exposure.