



## **Blessed Robert Widmerpool Catholic Voluntary Academy**

***We walk kindly in the footsteps of Jesus Christ as we live and learn.***

### **Music Policy**

*“Make a joyful noise unto the Lord, all the earth; make a loud noise and rejoice and sing praise.”*

*Psalm 150:4*

#### **Introduction**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the learning and teaching of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. Opportunities are provided 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.

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education engages and inspires 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 develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

#### **Intent**

BRW takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community.

The music curriculum at BRW aims to support all pupils in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a pathway towards mature musical understanding. Staff notation not only complements developing aural skills, improvisation, memorisation and composition, but also provides the opportunity for pupils to be taught music independently both in class and after they have left school.

Music as a subject is designed to introduce the next generation to a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world. The curriculum is clearly sequenced and ambitious approach, providing a road map to introduce pupils to the delights and disciplines of music, helping them to appreciate and understand the works of the musical giants of the past, while also equipping them with the technical skills and creativity to compose and perform.

Having the opportunity to study and explore music is not a privilege; it is a vital part of a broad and ambitious curriculum. Blessed Robert Widmerpool aims to provide a high quality music education, to ensure every child develops a life-long love of music and musical performance.

### **Aims**

The curriculum for music 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
  - 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To develop the interrelated skills of performing, composing and appreciating music.

### **Implementation - Learning and Teaching**

Key elements of wider curriculum subjects run through the learning and teaching of music. These include:

- **Knowledge** being key and a vital part of the teaching and learning of music
- This leads into the **skills** required for successful music teaching and learning
- **Vocabulary** as a prime focus to support and build knowledge

Music lessons begin a review of the previous lesson which may be verbal or in written quiz form, in order to revise previous music sessions and commit knowledge to long-term memory. Each term, music teaching ends with a formal Assessment to aid the teacher and children in assessing their understanding and knowledge. Objective Assessment Grids completed by the children as a self-assessment tool, help in this task also.

There are children of widely different musical abilities in all classes, so suitable learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended, 'low threshold, high ceiling' and can have a variety of responses;
- setting tasks of increasing difficulty

The BRW Music Curriculum models its content and structure based on the advice of the Model Music Curriculum document published in April 2021.

The structure of the curriculum identifies and includes aspects of:

- Singing
- Listening (Memory and Movement)
- Musicianship (Pulse/Beat, Rhythm, Pitch)

- Composition (At KS2, consisting of Improving and Composing)
- Instruments (Reading and Writing Notation)
- Performance Skills
- Evaluating and Appraising)
- The history of music
- Appreciating and understanding

### **Impact**

Music is an enjoyable learning experience. Children are encouraged to participate in a variety of musical experiences through which confidence of all children built. Through singing songs, children learn about the structure and organisation of music. Children are taught to listen and to appreciate different forms of music. As children get older, they are expected to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. Children work with others to make music and learn how individuals combine together to make sounds. All children have the opportunity to learn a range of instruments as a class ensemble and on a one to one basis. At the end of Key stages, children are skilled in playing and exploring a range of instruments; knowledgeable in musical vocabulary, reading and writing music; have learnt about music through history; listening and exposed to range of music genres and have a genuine love of performing together and experiencing the joy and power of music.

### **Listening**

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing.

Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world. An inclusive approach to this cultural capital is represented in the school's music planning document to encourage pupils to be open minded in their listening as well as knowledgeable about the breadth of musical genres in the world today.

Planning sets out a broad, balanced and breadth of musical genres for children to listen to, explore, experience, evaluate and enjoy.

### **Additional Music Teaching**

Children in KS2 are offered the opportunity to study a musical instrument in one to one or small group sessions with peripatetic teachers. Parents who want their children to participate in the scheme pay the additional music lesson fees on a weekly or termly basis. Peripatetic teachers are used to teach violin, flute, clarinet, guitar, brass instruments and recorder lessons in school. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson. BRW works closely with the feeder secondary school to work towards children achieving excellence in music by completing musical exams when and is appropriate.

## Music Life of the School

Music is all around us. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. The sheer joy of music feeds the soul of our school community, enriching each child while strengthening the shared bonds of support and trust which make our school great.

In our school, music brings the community together through the shared endeavour of:

- whole-school singing
- music played, sung and performed in weekly/class assemblies
- KS2 class bands
- ensemble playing
- singing/listening to music in liturgies and Masses
- attending and performing school family/wider concert events
- KS2 musical
- BRW Talent Show
- through the love of listening to friends and fellow pupils, performing
- enriching theatre/concert visits

## Musical Events

As music enriches the lives of people, as many children as possible are involved in musical activities. The school musical, Christmas presentations, Advent Celebration, Harvest Festival, assemblies, masses, musicals, annual Talent Shows and concerts all involve a wide range of children and enable them to enjoy singing and performing together.

Opportunities are provided for children learning a musical instrument, to enjoy playing in an ensemble and celebrate their talents in multiple performances. Led by an additional music teacher, children take part in hymn practice, class band, whole school band, class music lessons and individual peripatetic music lessons.

KS2 children are given the opportunity to learn to play a variety of instruments and will usually focus one half/full term playing this instrument. A guide to the instruments played across KS2 are:

<b>Year 3</b>	Recorders Boom Whacker
<b>Year 4</b>	Ukulele Trumpet Recorder
<b>Year 5</b>	Violin Trumpet Flute
<b>Year 6</b>	TBC based on previous year group assessment.

The children perform as a class ensemble and showcase their talents at whole school performances and the annual Music Evening. Individuals also showcase their talents at this event. The parents and the community are invited to this celebration.

The annual BRW Talent Show allows children to showcase their musical talent by singing, dancing and playing of instruments. Music of a variety of forms is always a popular act. Past

winners include singers, dancers and musicians. This allows all forms of music and a range of abilities in school to be highlighted, promoted and celebrated.

### **Challenge and Support**

Those children with a particular interest or aptitude in Music can be given the opportunity to extend their education in a variety of ways, for example, taking part in band, recorder groups, choir, instrumental performances in assemblies and mass. Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher, have the task modified or work alongside a more musically able child.

The school is committed to taking learning outside where and when possible, including appreciating sounds of nature in the school grounds/at Forest School.

### **Curriculum Planning**

Music Express is used as the basis for music curriculum planning in FS. Years 1-6 are taught by the Becket Music Team (feeder secondary school).

Neighbouring year groups plan in a cross curricular way with the music themes highlighted on all termly mind maps so all subjects each term connect meaningfully. The topics that children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Curriculum planning in music is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music subject leader liaises with teaching colleagues in each year group. Where possible the children study music topics in conjunction with other subjects. Through this programme of study, children learn the knowledge, skills and understanding set out in The 2014 Primary National Curriculum.

The medium-term plans, give details of each unit of work for each term.

Short term plans identify specific learning objectives for each lesson. The practitioner teaching the music sessions (including staff from feeder secondary) is responsible for keeping these plans, and the class teacher and music subject leader often discusses them on an informal basis.

### **Foundation Stage**

Music in Foundation Stage is an integral part of the work covered during the year. The musical aspects of the children's work is related to the objectives set out in the Early Learning Goals. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Musical instruments are available to the children at all times, both inside and outside. Music Express is used as the basis for the music curriculum in FS.

## **The Contribution of Music to Other Curriculum Areas**

### **RE, PSHE and Citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is one of the most memorable things young people do at school.

### **English**

Music contributes significantly to the teaching of English by actively promoting 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 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.

### **Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes.

### **Computing**

IT is used in music where appropriate. Children use computer programmes and iPads to compose music. Computers, iPads and CD players are also used in classes to listen to and record music.

### **PE**

Dance sessions focus on a range of musical choices linked to termly topics so children develop experience and appreciation of typical dance movement and styles linked to various musical pieces.

### **Spiritual, Moral, Social and Cultural Development**

Listening, creating or performing music can be a moving and spiritual experience. Children are encouraged to do this in hymn practice, collective acts of worship and class liturgies and masses. Opportunities are provided for children to encounter music from other cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

### **Special Needs**

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. The school ensures and celebrates the inclusion of pupils with special educational needs and disabilities leading to improved access and greater choice for all pupils to realise their creative potential.

All children, whatever their ability, learn music in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Provision Maps. Music

therapy is used as a tool to support those learners with Special Educational Needs. It is used as a tool to can help children with communication difficulties, stress and anxiety.

High expectations are set for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are be planned to address potential areas of difficulty and to remove barriers to pupil achievement.

### **Assessment and Recording**

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Music is reported in annual end of year reports to parents and forms the basis of discussion of progress at termly Parents Consultation meetings.

### **Resources**

Musical instruments include a wide range of tuned and un-tuned percussion. A bank of resources can be found in the library. These are used by all classes. In addition to this The Foundation Stage and Key Stage 1 have their own resources. The library contains a supply of topic books which can be used to support children's individual research. CD collections are located in the office and in classrooms. The music subject leader takes responsibility for regular review/audit of resources, so that priorities can be identified.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the SLT, supported by the subject leader. The role of the leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The leader informs the SLT of their evaluation of the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader conducts work scrutiny and monitoring of whole school music teaching in order to review evidence of the children's work, update development plans and work alongside teachers to support and evaluate teaching across the school. Staff training will ensure this process of monitoring and review is effective to ensure high standards in learning and teaching are maintained.

Policy reviewed in: **September 2022**