

Bowlee Park Community School

Music Policy

Our School Motto; Knowledge... your passport to the world!

Bowlee Values - Respect, Kindness, Ambition, Resilience, Cooperation, Responsibility

British Values - Democracy, Rule of Law, Individual Liberty, Tolerance and Respect

Rights Respecting Schools - Article 28; 'Every child has the right to an education'

Bowlee Behaviour Principles – Be Ready, Be Respectful and Be Safe

1. CURRICULUM INTENT

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.

National Curriculum, 2014

A Curriculum for Our Pupils

We are a large school in an area of significant deprivation. Many of our pupils come from homes where the challenges of low income and social deprivation have a significant impact on their personal and educational development. The Bowlee Park music curriculum will broaden our children's musical experiences through increasing their musical knowledge, developing their music skills and enabling children to experience creating, composing and performing music. At Bowlee Park all children will learn to sing, play a range of instruments and perform music to an audience. We foster responsibility for instruments, nurture their appreciation of music and support a range of learning skills such as working collaboratively when performing ensemble pieces, enhance vocabulary knowledge, develop an understanding of the world and promote well-being through the appreciation of music. Music teaching is designed to meet the needs of pupils with special educational needs and/or disabilities (SEND).

A Curriculum of Breadth and Wider Opportunity

The music curriculum meets the expectations of the statutory EYFS Framework and the National Curriculum. Children will study historical periods, genres, styles, traditions and the works of the great composers and musicians. Where appropriate, we will use musicians who have experienced disadvantage to act as an inspiration for our learners. The music curriculum will allow children to access a wide range of cultural experiences; including attending professional music performances; opportunities to sing in a choir; learning to play a range of musical instruments.

Progressive, Well-sequenced Learning that Embeds Knowledge

Our music curriculum is systematic and there is a logical progression of knowledge and skills. Knowledge, together with skills and opportunities to apply learning, leads to strong progress in music. Music subject specific vocabulary is embedded in music teaching.

A Curriculum where Reading is a Priority

Reading has the highest priority at our school. It enables pupils to access the full curriculum. Pupils learn to read from day one in reception- and earlier if they attend our nursery. Opportunities to embed reading skills in music are sought, when appropriate.

A Curriculum that Develops Core Values

We feel that music is a powerful and unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels. Music can be a lifelong source of pleasure and it is education for life. As part of the wider school curriculum, music learning allows children to gain the knowledge and cultural capital to become well-informed citizens.

Aims and Objectives in the Teaching of Music

- to develop pupils' knowledge and skills across the range of musical competencies: technical, constructive and expressive;
- 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 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations;
- to ensure that pupils develop and practise the main musical skills and concepts in a progressive way;
- develop a sensitive, analytical and critical response to music;
- foster enjoyment of all aspects of music;
- perform regularly to an audience.

Music Curriculum Planning

At Bowlee Park we use the National Curriculum Programme of Study for music as a basis for what pupils must learn in each year group. This forms the basis of our music programme of study and is enhanced by planned opportunities to sing, learn specific instruments, to perform to an audience and to learn about identified music traditions and great composers and musicians. There are long term, medium term and short term plans which detail a logically sequenced, carefully planned and well-resourced curriculum so that children make progress in music. There are planned opportunities for assessment of musical knowledge and skills.

The Foundation Stage

Bowlee Park School follows the EYFS curriculum guidance for music. We teach Music across EYFS as an integral part of the EYFS curriculum. We relate the musical aspects of children's work to the objectives set out in the EYFS document.

Ambition and Access to the Music Curriculum

At Bowlee Park Primary School all children have an entitlement to a broad and balanced curriculum. In music staff make appropriate curricular provision through adaptive teaching to respond to children's needs by:

- planning for all children's full participation in learning;
- adapting and when needed differentiating teaching and learning to recognise individual needs;
- providing support for children who require it to access the curriculum;
- taking into account the specific needs of pupils with SEND and the targets set for them as identified in their Pupil Profile, Individual Education Plans or Education, Health and Care Plans;
- using resources effectively to support all learners, including those with SEND;
- seeking advice from the subject leader and the SENDCos to meet the needs of all pupils.

Staff at Bowlee Park take into account that pupils have different educational and behavioural needs and aspirations; require different strategies for learning; acquire, assimilate and communicate information at different rates; and need a range of different teaching approaches and experiences. Therefore, when needed the curriculum is differentiated to enable our children to:

- understand the relevance and purpose of all learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement;
- maximise achievement for all pupils, including pupils with Special Educational Needs and Disabilities (SEND) and children whose first language is not English, by addressing barriers to learning.

Equality for All

At Bowlee Park Primary School we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We meet the requirements of the Equality Act 2010 and provide an inclusive education to enable all pupils to develop their full potential.

Our school delivers a broad and balanced curriculum for all pupils and we address individual needs irrespective of gender, ability, religion or ethnic origin. The curriculum avoids stereotypes and provides good role models for all pupils. We ensure that the curriculum is not delivered in a discriminatory way.

2. IMPLEMENTATION

Teaching and Learning of Music

In the Early Years Foundation Stage Music is taught as part of 'Expressive Arts and Design'.

In KS1 and KS2 children are taught in weekly lessons by a musical specialist teacher. As part of these lessons each child has the opportunity to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Singing lies at the heart of good music teaching and is an important part of our musical ethos. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music.

Each child will learn a variety of musical instruments from percussion, tuned percussion, woodwind, brass and strings. They will have the opportunity to continue with these through extra curricula clubs taught at lunch and after school.

As children progress, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music, including the work of great composers and musicians. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising the elements of music and encourage the use of musical language and terminology throughout their school life. We also teach children to make music together, to understand musical notation, to improvise and to compose pieces of music.

Resources

There are a wide range of music resources available to support the delivery of a high quality music curriculum. We will ensure that all children have access to a musical instrument in lessons (as required by our curriculum) so that they can fully participate in music learning. ICT based resources are used by staff and children to support the delivery of the curriculum. There are also a number of interactive teaching tools for the teacher to use on the Smart Board to support their music teaching. Children use ICT packages to undertake activities and develop skills such as music composition. Resources are reviewed regularly to ensure the music curriculum can be fully implemented.

School use external peripatetic teachers to support the delivery of a high quality music curriculum.

3. IMPACT

Assessment in Music

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. Pupils will be encouraged to reflect upon their work as individuals, in class groups and through self-assessment as appropriate. Music teachers will use formative assessment strategies to inform teaching and learning on an ongoing basis. There are also some written assessments undertaken in KS2 to support the assessment of key objectives.

Music teachers will make termly summative assessments of the attainment and progress made by pupils against the National curriculum and record these on Target Tracker. A final end of year summative assessment will be made at the end of the academic year and this will be reported to parents/carers.

Monitoring and Review

The quality of teaching and learning in music is monitored and evaluated by the head teacher, senior leaders and the music team as part of the school's agreed process of monitoring. This cycle includes:

- planning scrutiny
- work scrutiny
- lesson observations
- interviews with teachers
- discussion with pupils
- assessment data analysis
- action planning to develop music curriculum development and teaching and learning based on the outcomes of monitoring.

The Role of the Subject Leader

- Ensures teachers understand the requirements of the National Curriculum and teaching and learning is in line with this document.
- Prepares a subject action plan and meets regularly with the designated senior leader and the music link governor to discuss progress and outcomes.
- Monitors and evaluates music provision in the school by conducting regular planning scrutiny, work scrutiny, lesson observations, interviews with teachers, discussion with pupils and assessment data analysis.
- Organises and leads CPD and joint professional development.
- Observes colleagues with a view to identifying the support they need.
- Attends appropriate CPD.
- Keeps parents informed about music in school.

This policy will be reviewed at least every two years.

Next review Date: September 2026