

# Berrybrook Primary School

## Music Policy

At Berrybrook, our vision is to give our children the skills they need to excel in an ever developing and diverse world by creating a curriculum which:

- Builds on our Core Values (Believe, Enjoy, Respect, Responsible, You can do it);
- Values each child as a unique individual;
- Enables pupils to reach their full potential;
- Develops independence risk taking, resilience and self-confidence;
- Aids pupils to develop their mental health and use emotional intelligence to create and sustain stable and lasting relationships;
- Creates lifelong learners who continue through education;
- Helps children to become educated citizens;
- Equips pupils with the tools and knowledge to keep themselves safe and seek support when they need it;
- Encourages ambitions and aspirations;
- Gives children a breadth of experiences, knowledge and understanding of the possibilities that are available to them in the world and enjoy life.

### Intent

At Berrybrook Primary School, we believe that each child should be exposed to a broad and rich music curriculum. Music is a unique way of communicating that can inspire and motivate children and provide opportunities for personal expression. Music can reflect the culture and society we live in and so the teaching and learning of music enables children to better understand the world and it is important in helping children feel part of a community.

At Berrybrook Primary School, all children have the opportunity to learn and progressively develop through a curriculum which;

- studies music history, composers and a variety of music genre;
- teaches pupils to learn to use their voices and sing in tune with other people;
- enables pupils to recognise pulse and pitch;
- gives pupils the opportunity to play tuned and untuned musical instruments with control and sensitivity;
- encourages pupils to work collaboratively with others to create musical compositions, recognising how sounds combine together to make a final piece;
- teaches pupils to use technology to create music;
- helps pupils to 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;
- develops pupils' knowledge of musical notation and how to compose music;
- enriches other areas of the curriculum;
- follows the knowledge and skills from the National Curriculum.

### Implementation

In Early Years, children work towards achieving the Early Learning Goal in Expressive Arts and Design. These will be delivered through cross-curricular topics and in Maths and English as outlined in our Early Years Curriculum.

In Key Stage 1 children learn to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high quality live and recorded music;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Key Stage 2 pupils learn to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand the staff and other musical notations;
- the musical elements of pitch, duration, tempo, dynamics, timbre, texture and structure are progressively introduced;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- develop an understanding of the history of music.

The curriculum at Berrybrook is planned in two phases. We agree a long term plan for each year group. This indicates what units are to be taught in each term and shows the link with the half termly topics. Our planning shows clear progression in skills (set out in the Music skills progression document) and knowledge along with key vocabulary.

With our medium term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic, which includes key vocabulary. The Music vocabulary progression document helps to ensure that pupils build on previously learnt vocabulary. Berrybrook uses the Charanga scheme as a basis for planning and then plan their lessons based upon the school and the cohort. Staff are further supported with planning by the subject lead and specialist music staff. In addition, staff plan a half termly lesson based on a cross-curricular topic that the class is studying.

Staff capabilities, strengths and confidence are reviewed regularly to ensure CPD is offered to enhance teaching ability, confidence and quality. Staff engage with relevant training and are given support from the subject lead or another appropriate member of staff in order to develop their knowledge and understanding of the teaching of Music. This is determined by SLT, based on staff needs, individual year groups and whole school priorities.

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Children are offered the opportunity to study a musical instrument with peripatetic teachers from Wolverhampton Music Service. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar and violin. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time. These specialist staff work in conjunction with teaching staff at to ensure the needs of the curriculum are met and exceeded whenever possible. The Wolverhampton Music Service also runs weekly 'Wider Opportunity' lessons to Year 4. During these lessons, the whole class is taught songs and begin to play a musical instrument, with the children learning two different instruments during the year.

Berrybrook has its own choir which children who show an interest can join as an after school club. Unique experiences are given to all pupils via music; to inspire, and enrich the curriculum, as well as to provide unique experiences, Berrybrook will give all children the opportunity to partake in music workshops provided by outside agencies, at various times of the year.

Throughout the Music curriculum, children will be exposed to relevant and rich music vocabulary, which is set out in the Music vocabulary progression document. Relevant vocabulary is displayed in all classrooms from Early Years to Y6 to support recall and application of vocabulary in all lessons. Vocabulary will be regularly referred to at the beginning of lessons and reviewed at the end of the session.

All children will have equal access to the Music curriculum, regardless of gender, ethnicity, socio-economic background or special educational needs as outlined in the school's Equal Opportunities Policy.

Music at Berrybrook is inclusive. Where there are barriers, we will seek to overcome them, requesting support where necessary. Music is a wonderful subject through which to engage, excite and inspire and it is a subject in which all can succeed, without exception.

### Impact

At Berrybrook Primary School, we believe that by providing children with a rich and engaging music education, all children will experience joy and success and will thereby flourish and grow in confidence and that this in turn will positively impact upon the whole child and also upon other subjects. Skills that they have learnt, such as appraisal, will also be able to be applied to different subject areas.

The design of our Music curriculum allows for all children, regardless of starting points, to make exceptional progress in musical knowledge and skills. Prior knowledge will continually and carefully be built upon in order to ensure this progression throughout their primary education. Teachers and other staff involved will continually informally assess children's progress.

Children demonstrate their ability in Music in a variety of different ways. Teachers will assess children's work in Music by making informal judgements as they observe them during lessons. On completion of a piece of work, the



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teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum and records these. Staff also upload music evidence to a shared online drive.

The Music subject lead is responsible for regularly monitoring and reviewing the curriculum, the standard of the pupils' work and the quality of teaching in Music. The Music subject lead is also responsible for supporting colleagues in the planning and teaching of the subject, for being informed about current developments in the subject, and for planning and organising parent workshops and school visitors. Time is allocated for reviewing samples of pupils' work, pupil voice and for visiting classes to observe teaching in the subject. Feedback will be given around what is going well and points to develop.