



Bromley Hills Primary School

Music Policy

Draft Document:	Spring 2024
Draft Document to staff:	Spring 2024
Draft Document to Governors:	Spring 2024
Policy adopted by Governors:	Spring 2024
Review:	



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School Vision

At Bromley Hills, we promote a positive culture of social and emotional well-being and mental health resilience for pupils, staff, and our community. We want our children to achieve their full potential; through an inspiring and engaging curriculum, embedding our pedagogy that learning is a change to long term memory, so that they are equipped with the necessary lifelong knowledge and mental health awareness to enable them to become confident and independent valued members of our local community and British society.

School Values

Throughout our curriculum, we weave in a golden thread of core values, values which we believe are essential in preparing children for the wider world, and our young learners develop and build upon these as they go through school. Our core values are:

- Respect
- Honesty
- Cooperation
- Caring
- Teamwork

School Ethos

It's 'Time to Shine' - together we will succeed and achieve.

The UN Convention on the Rights of the Child

Article 29 - Every child has the right to an education to help them use and develop their talents and abilities.



Statement of Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to engage, inspire and challenge pupils, developing their creativity, self-confidence and enabling a sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to develop their ability as musicians to perform, to compose, to listen and to evaluate. Through our Music curriculum, we intend to inspire pupils to develop a love of music which stimulates creativity, imagination and enriches their lives.

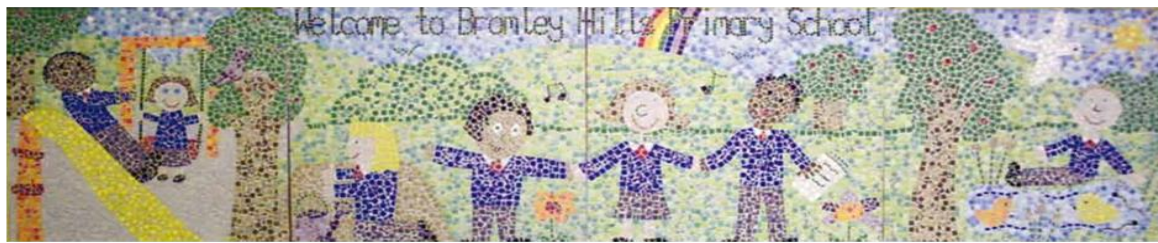
Implementation

Music is taught through the 'Threshold Concepts' of Performing, Listening, Composing, Notation and Knowledge of Music. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise a variety of media and materials, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of music so that it is in their long-term memory.

Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against National Curriculum expectations, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.



Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2013) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Early years foundation stage profile handbook'

This policy operates in conjunction with the following school policies:

- ✓ Homework Policy
- ✓ Pupil Equality, Equity, Diversity and Inclusion Policy
- ✓ Accessibility Policy
- ✓ Accessibility Plan
- ✓ Primary Assessment Policy
- ✓ Extended Services Policy
- ✓ Special Educational Needs and Disabilities (SEND) Policy



Roles & Responsibilities

The governing board is responsible for:

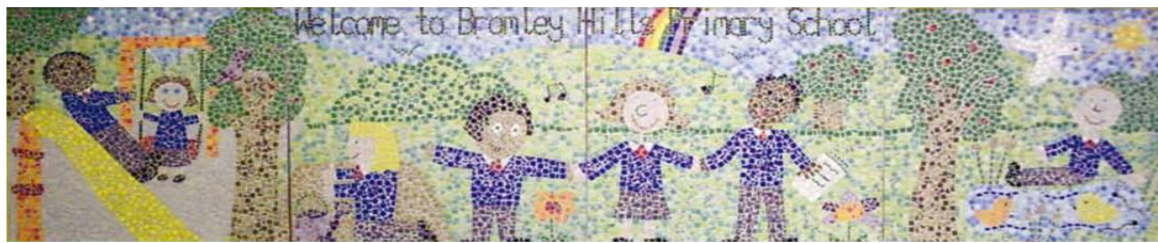
- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Ensuring the music curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

The subject leader is responsible for:

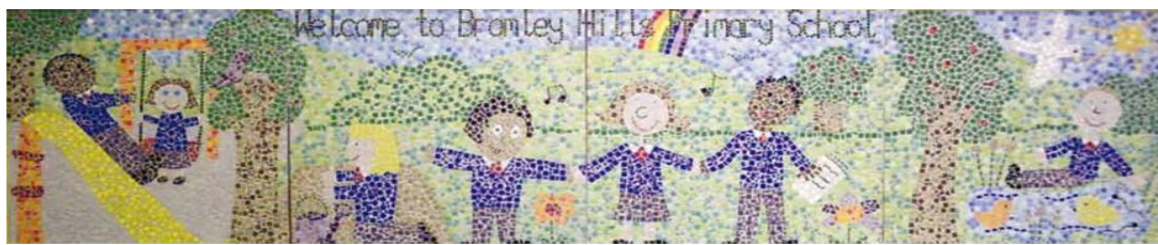
- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.



- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out a regular audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

Music teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.



- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

EYFS

All pupils in the EYFS will be taught music as an integral part of the topic work covered during the academic year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

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

National Curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In KS1, pupils will be taught 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 KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, pupils will be taught to:

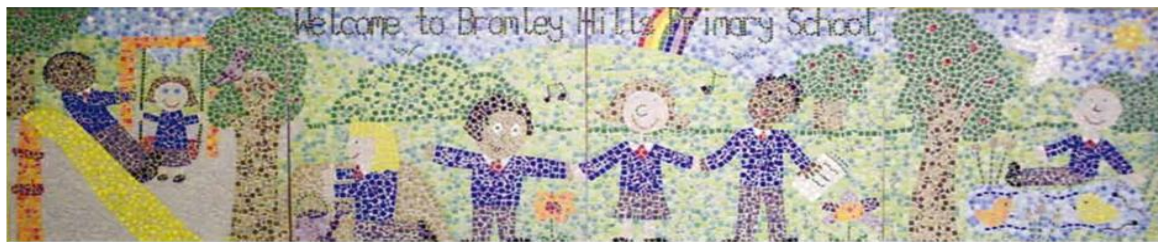
- ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- ✓ Listen with attention to detail and recall sounds with increasing aural memory.
- ✓ Use and understand staff and other musical notations.
- ✓ 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.

Cross Curricular Links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.



- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development (SMSC)

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

Teaching & Learning

Teaching of music lessons is delivered by class teachers across school. However, in addition to this each year, we also employ Dudley Performing Arts who come into to teach specific musical instruments to these year groups:

- Reception – Singing



- Year 2 – Recorders
- Years 3/4 – Violins
- Years 5/6 – Trombones

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- ✓ Singing in tune and alongside others
- ✓ Structure and organisation of music
- ✓ Appreciating different forms of music
- ✓ Listening to music, progressing to extended pieces of music as pupils move through year groups
- ✓ Representing feelings and emotions through music
- ✓ Recognising pulse and pitch
- ✓ Using the voices of others to combine and make different sounds
- ✓ Musical notation and how to compose music

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- ✓ Setting tasks which can have a variety of responses.
- ✓ Providing resources of differing complexity, according to the ability of the pupils.
- ✓ Setting tasks of varying difficulty, depending on the ability group.
- ✓ Utilising teaching assistants to ensure that pupils are effectively supported.

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.



Planning

Planning of the music curriculum is tailored towards three areas of progress:

- ✓ Increasing breadth and range of musical experiences
- ✓ Increasing challenge and difficulty in musical activities
- ✓ Increasing confidence, sensitivity and creativity in pupils' music-making

The school creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- ✓ Long-term: the music topics studied in across the academic year
- ✓ Medium-term: the details of work studied each term
- ✓ Short-term: the details of work studied during each lesson

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, music is taught both as a discrete lesson and also, as part of cross-curricular themes when appropriate.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

All lessons will have clear learning objectives (WAGBAs), which are shared and reviewed with pupils.



Assessment & Reporting

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

EYFS: EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Observations

Years 1 – 6: Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. This is completed through questioning, discussing work with the pupil, observations and POP tasks. Teachers will use this information to inform a summative assessment at the end of each term. Assessments are inputted into the online system, O Track, and the Deputy Headteacher collates the results and distributes overviews to the subject leader.

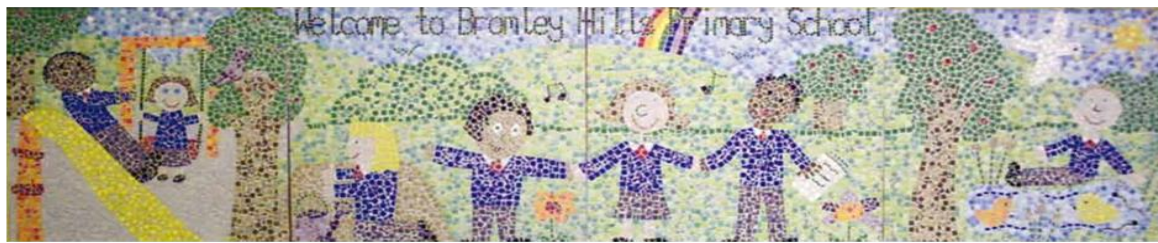
Parents/Carers are provided with an attainment and progress report during the Summer term each year.

Musical Opportunities

Following the class instrumental tuition, pupils are given the opportunity to continue lessons with Dudley Performing Arts, on a paid, individual basis.

Equipment

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources. Musical resources are stored in each key stage.



Violins/Trombones are also stored in the extra classroom in the appropriate phase. A music corridor display is updated regularly to demonstrate the music taking place .

The subject leader will undertake an audit of musical equipment and resources on an annual basis.

Equal Opportunities

All pupils will have equal access to the music curriculum. Protected characteristics and other factors will not impede pupils from accessing music lessons.

Where it is not appropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, and research of a musical nature.

Monitoring & Review

This policy is reviewed annually by the headteacher and the subject leader. Any changes to this policy will be communicated to all relevant staff members.