



# Barlby Bridge CP School Music Policy: A baseline for outstanding practice

Jan 2019

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## Music Policy

The purpose of this document is to state the aims, principles, strategies and organisation of the teaching of music through Reception, Key Stage 1 and Key Stage 2.

We use the CHaranga Music Scheme as the basis for our Music Lessons

The implementation of this document is the responsibility of all the staff.

### Aims

To provide all children with a broad range of fulfilling musical experiences with purpose and enjoyment, with the potential to develop the necessary skills and aptitudes to pursue Music in their future lives.

- To use Music in a cross-curricular fashion to raise standards across the school.
- To meet the requirement of the National Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement.
- To create the atmosphere and levels of resource to encourage all members of the school community to learn and enjoy Music.
- To provide all children with a wide range of musical opportunities that may encourage children to use aptitudes they had never previously considered and to make decisions that may affect them in the wider world.
- Encourage the Learners in our environment to be confident and independent in their use of Music across the curriculum.
- To provide children with a range of Music experiences that will encourage them to become proficient, independent and discerning musicians who recognise where and when Music can enhance learning and integrate it into more broad cross-curricular experiences

## Key Principle

**Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

Our school uses the Charanga scheme of work (as well as supported by North Yorkshire music scheme where appropriate). The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school.

It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum.

In line with the new curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

### MUSIC PLANNING IS:

- Highly kinaesthetic
- Accessible to all abilities
- Able to accommodate children's self expression in a wide range of alternative media

### ***Musical Activities***

All activities are based around a song. An activity manual is provided to support the teaching and learning here.

1. **Games** embed the Interrelated Dimensions of Music through repetition
2. **Singing** is at the heart of all the musical learning
3. **Playing** instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
4. **Improvising** with the song using voices and instruments occurs in some Units of Work

5. **Composing** with the song using instruments occurs in some Units of Work

**Key Principle**

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

MUSIC TEACHING IS:

- Actively participatory, with the teacher being alternately a member of the group and in the role of facilitator
- Expanded in a wider range of musical opportunities and extended learning provided by peripatetic teachers
- Broad enough to extend and encourage the highest ability learners to travel at their own pace whilst remaining accessible to all

The learning within the Charanga scheme is based on:

- A. Listening and Appraising
- B. Musical Activities - creating and exploring
- C. Performing

Each lesson in the scheme is designed to last for 1 hour but can be taught in 45 minutes if there are time constraints. It is difficult to teach a credible music lesson in less than 45 minutes.

How to structure an hour long lesson:

Listen and Appraise - 20 mins

Musical Activities - 25 mins

Perform/Share - 15 mins

How to structure a 45 minute lesson:

Listen and Appraise - 15 mins

Musical Activities - 20 mins

Perform/Share - 10 mins

**Key Principle**

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

#### **MUSIC ASSESSMENT IS:**

- Classroom organisation and grouping. Mixed ability groupings with a combination of personalities allows for an engaging learning environment. Sometimes group according to ability but aim to challenge every child.
- Working together as a way of helping pupils to self-assess, peer-learn and peer-support to develop interdependence
- Outcome as a way of usefully assessing how confidently and competently children realise the potential of the given musical building blocks.
- Questioning in order to gauge children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.
- Share what has taken place during the lesson and work towards performing to an audience.
- Videos and voice recordings may be taken on first and last lesson to evaluate progression - which can be shared on the shared drive.

#### **Key Principle**

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

#### **THE MUSICAL ENVIRONMENT IS:**

- Creative, colourful, alternative: a space to inspire a broad range of responses
- Full of laughter, playfulness and conducive of positive learning journey
- A space shared by musicians, teachers and students
- A space in which the instruments and resources are in creative use

Children also have the opportunity to choose to learn with peripatetic teachers and perform for parents and children within school and at cluster events

#### **Health and Safety**

All health and safety requirements are met in the school, age appropriate class and safety rules are displayed in the learning environment. Equipment is maintained to the meet agreed safety standards.