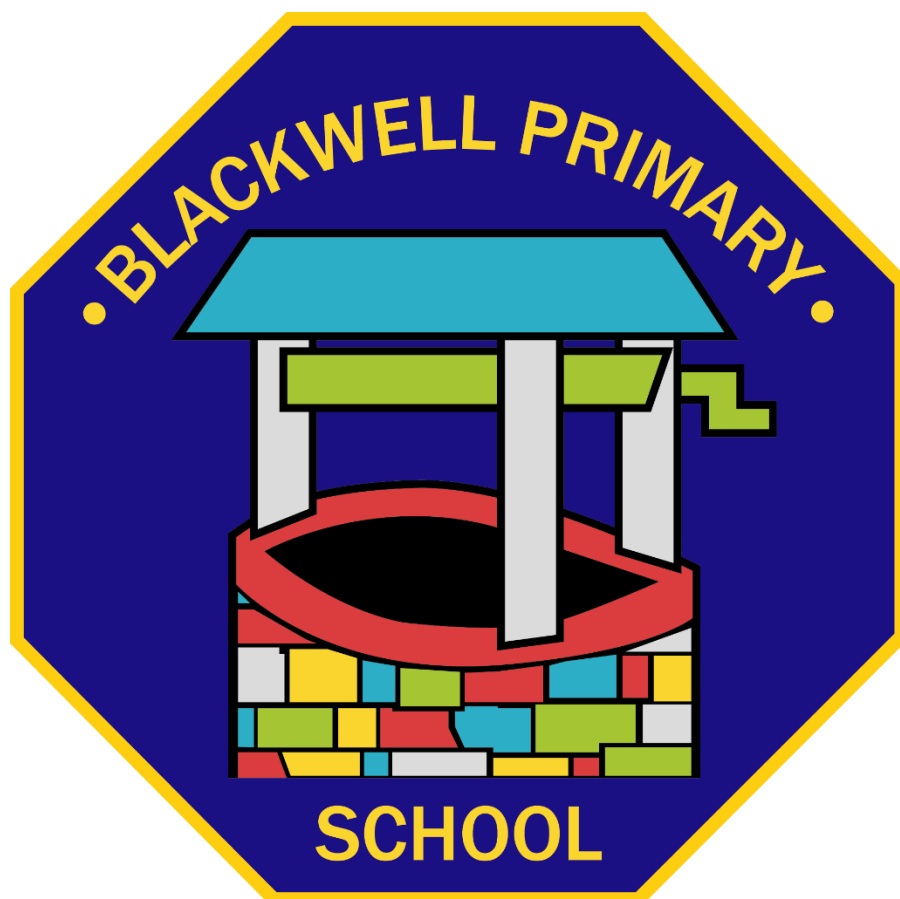




Blackwell Primary School

Music Policy

2024 – 2025

Intent

At Blackwell Primary School, our music curriculum intends to inspire creativity, self-expression and to encourage our children on their musical journeys, as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers, performers and as composers, all will enable them to become confident, reflective musicians. Music is a universal language that embodies one of the highest forms of creativity. Our carefully planned music curriculum gives children the opportunity to build on their musical vocabulary, perform, listen and evaluate, as well as to examine in depth a wide range of music. They are then given the opportunity to apply what they have learned through wider opportunities provided to them both in and outside of school.

Aims

At Blackwell Primary School, our aim in music is to ensure that all children:

- 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 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.
- Use music to enhance learning across the curriculum.
- Give children an enjoyable and stimulating experience of music, which will encourage them to develop their own skills and continue enjoying music throughout their lives.
- Enable children to develop their musicianship to enhance their personal, social and emotional skills and to enjoy performing together to a variety of audiences.

Equal opportunities for all

At our school, we know that an inclusive school or classroom can only be successful when all children feel that they are truly part of the school community. We ensure this happens through open, honest discussions about differences and understanding and respecting people from all abilities and backgrounds to ensure that everyone feels valued.

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. Our inclusive music curriculum celebrates the inclusion of children with special educational needs leading to a greater choice for all children to realise their creative potential. Music from all cultures is valued and teachers ensure that all children have access to resources that do not contain racial or ethnic stereotypes. Staff ensure that the music curriculum is appropriate for the needs of all children. Opportunities for music making and performing in public are made

available to all, on occasions such as concerts and special celebrations. These help to develop feelings of self-worth and identity.

Implementation

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability, additional needs, to flourish and to achieve their very best. We teach the National Curriculum, supported by clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequences appropriately to maximise learning for all children. Existing knowledge is checked at the start of each new topic. This ensures that teaching is informed by the children's starting points and takes account of pupil voice. It is important that children develop the skills of music by fully immersing themselves in all areas of the subject.

EYFS Curriculum

In Reception, the objectives are the following:

Children in reception access the Charanga Scheme of Work. This half-termly (6 step) focus based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focused on nursery rhymes and action songs. Music will also be part of continuous provision. The Development Matters objectives are met through Charanga. Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children in activities to the developmental events taking place in their changing lives.

National Curriculum

To enable our children to meet the intentions of the Music Curriculum, it is delivered through a scheme of work called Charanga. The scheme follows a differentiated, spiral approach to musical learning. Within each unit, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further. This 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 national curriculum.

Charanga covers six self-sufficient units per year, which are split into six steps. The first step introduces the unit's focus in terms of content, skills and knowledge, which is developed in the middle steps; and the final sixth step assesses the learning through exciting performances and activities. At the centre of each step is a song which the learning is centred. Each lesson has an easy-to-follow structure – complemented by a rich array of supporting documents, lessons plans and resources – taking the children through exercises in listening, singing, performing, composing, improvising and discussion: all national curriculum expectations.

Key Stage One- Children should 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 interrelated dimensions of music.

Key Stage Two- Children should be taught to:

- Sing and play musically with increasing confidence and control
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- 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 interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notation
- 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.

Children will also learn an instrument in Key Stage 2. Glockenspiels will be the main instrument used throughout the Model Music Curriculum, allowing the children to progress their composition, improvisation and performance skills. In Year 3 and 4, teachers from the Derbyshire Music Hub will teach the children how to play an instrument as a whole class.

Teaching sequence – Long term planning

At Blackwell Primary School, music is taught weekly using the Charanga Model Music scheme of work. In Reception, the Original Scheme is used.

Medium Term Planning

Each unit has an overview where short term lessons can be found, as well as key vocabulary that is going to be taught within the unit. Teachers download the short-term lesson plans and add any necessary adjustments in the space provided. This includes scaffolds that the children might need to access the lesson.

We aim to fully include all children with SEND in music lessons, the resources for these children will remain age appropriate, but will be adapted to their developmental stage of learning and personalised to meet their needs. Higher achieving children will be stretched and challenged through complex questioning.

Scaffolding and support

We do not differentiate by task instead looking to support & challenge through every step of our lesson design. This ensures that children do not get held behind by not being exposed to age-appropriate learning and we provide support for any pupil who needs it.

AFL

AFL via retrieval practice- In order to effectively embed knowledge and assess how much knowledge the children have retained; knowledge retrieval activities are planned into the learning process. After each knowledge area is completed, children are assessed on what they can remember then at spaced intervals.

Quizzes – Quizzes will be done either during a sequence of lessons or at the end of the unit of work. This will allow teachers to identify any misconceptions and appropriate support to be put in place.

Assessment Focus – Each unit within Charanga has a Teacher Assessment Guide. This is used to assess the children on a lesson by lesson, unit by unit basis. Age expected outcomes are clearly shared within this document so that staff are able to identify and keep a record of outcomes along the course of the learning. These observations and assessment focuses help to inform the data that is updated on the school's Google Drive form for music. This is recorded as either working at or working towards age related expectations.

Impact

At Blackwell Primary school, the impact of our music curriculum is that children enjoy music and are therefore engaged and inspired in their music making. Our children utilise their musical skills, knowledge and vocabulary to further develop their music making and understanding of music. They gain experience and understanding in all areas of music and a diverse range of musical genres, so that they can develop a lifelong valuable appreciation for and enjoyment of music. At our school they are provided with the musical foundations to enhance their musical interests and education, as young musicians.