



Brunswick House
Primary School



Music Policy

Reviewed: July 2023
Next Review Date: July 2025

BRUNSWICK HOUSE PRIMARY SCHOOL

MUSIC POLICY

INTENT

Music is a universal language that embodies one of the highest forms of creativity. At Brunswick House, we believe that ‘music is for everyone – everyone’s a musician.’ Through this vision, we encourage all our pupils to believe that they have the potential ability to develop a love and skill for music through a high-quality music education. We want all our pupils to have the opportunity to engage in music lessons and musical activities, which result in high quality outcomes and progression. As our pupils travel along their own personal musical journey, we will ensure that they build on their confidence and expertise, develop an appreciation and enjoyment of music as well as a sense of musical achievement.

Children will gain an understanding of what music is through singing, listening, composing and performing, across a wide variety of historical periods, styles, traditions, and musical genres. We will increase our pupils’ interest in the subject, paying particular regard to the value and importance of all types of music as well as appreciating music in their lives. The school is committed to ensuring children also understand the benefits and significance of music in the wider community and to use their musical skills, knowledge, and experiences to involve themselves in a diverse range of musical activities and opportunities.

IMPLEMENTATION

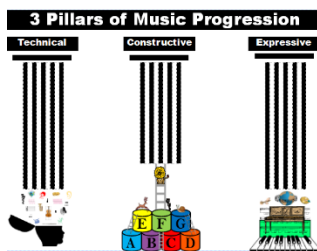
Our curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Learn to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

There are several destinations that we aim for with our music provision at Brunswick House. All children take part in a bespoke and structured curriculum, which is taught as part of their weekly timetable. This includes singing and instrumental work, composing and improvising, the history of music and the development of musical knowledge.



This is achieved through ‘The Wheels of Music’, which illustrate our intent for music at Brunswick House. The Wheels of Music is a penny farthing design, with the four quadrants of the ‘penny’ wheel illustrating the four strands of our music curriculum. Each quadrant is divided into three ‘cogs’, which represent three pillars: Technical, Constructive and Expressive.



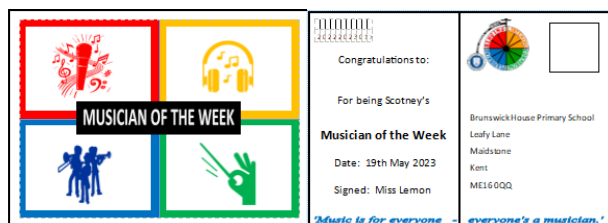
Each pillar interlinks with each other. This ensures that our pupils understand: technical aspects of sound production and manipulation, gain a thorough understanding of how music comes together within the creative process, and how meaning, quality and creativity can be expressed in performance.

Our bespoke *Wheels of Music*, aims to make our pupils’ musical journey achievable and engaging. Each term, pupils are given music journals, which contain key vocabulary and information relating to each unit of work. This helps to embed pupils musical understanding and supports self-directed learning alongside the curriculum lessons. The Music Journals follow the pupils’ musical journey throughout the school and is in line with identified Key Skills, which the teachers use to teach music from Foundation to Year Six.

The skills and vocabulary for each of the four strands/three pillars are taught from Foundation Stage to the end of Key Stage Two and are age appropriate. Similarly, the learning and playing of instruments, compositional tasks, singing in groups, also become more challenging as the pupils’ progress through each year.

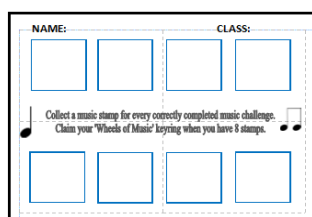
Our Scheme of Work enables a non-specialist teacher to implement the National Curriculum in Music, without the need to read music, play an instrument or have any musical background. It also enables our pupils to consolidate and further develop the Key Skills of Music.

MUSICIAN OF THE WEEK



Each week, teachers identify one pupil from each class to be the ‘Musician of the Week’, who is presented with a special certificate at the weekly trophy assembly.

MUSIC CHALLENGES



To further enhance our music curriculum, we encourage our pupils to complete a range of music challenges. These have been designed to deepen children’s understanding and embed music knowledge, as well as increase pupils’ cultural capital by gaining further understanding of: musical traditions (world music), western classical traditions, film music, popular music, musical instruments, composers, and the Interrelated Dimensions of Music.

All pupils own a Music Passport, and for each completed challenge, the pupils receive a stamp for their passport. Once the passport has eight stamps, the pupils receive a *Wheels of Music* keyring. This complements our school value of self-belief.

RESOURCES

Teachers have access to a range of different resources to support the teaching of music. Each class has a music box to support any musical activities within the scheduled music lessons, and for use with other subject areas. We have a well-resourced musical instrument department: 15 electronic keyboards, a class set of chromatic glockenspiel, 10 diatonic glockenspiels, 15 djembe drums, 4 cajons drums, a class set of hand bells set at different pitches, a class set of descant recorders, and a wide variety of untuned percussion instruments.

Additionally, we have an upright piano, a digital piano, four electric guitars and six acoustic guitars, which are used for lessons delivered by our visiting peripatetic teachers, as well as for performances at our music assemblies and concerts.

Teachers also have access to IWB resources (power points) to support weekly lessons with vocabulary, audio/video clips, pictures, as well as music journals for the pupils to refer to.

PLANNING THE MUSIC CURRICULUM

Planning is the responsibility of the music leader, together with support from the class teachers.

Our music planning follows a termly curriculum map, which builds into cross-curricular subjects, where links are meaningful and enable children to build on their knowledge.

Planning is used to:

- Set clear learning outcomes
- Ensure work is matched to pupils' abilities, experience and interest
- Ensure progression, continuity and subject coverage throughout the school
- Provide criteria for assessment and evaluation and learning.

Foundation Stage

During the Foundation Stage, the pupils' instrument is the **human voice**. This helps the children engage in music making. They sing familiar songs and tap repeated rhythms. They sing songs from memory and perform in assemblies and a Nativity play to parents. The children also have the opportunity to explore the sounds of age-appropriate instruments. Singing is the most natural way of making music and the young child's musical ability will develop when they have regular opportunities to learn a repertoire of rhymes and songs and listen to a range of music. Children are encouraged to listen to a variety of music in order to improve their listening, moving and coordination skills.

Key Stage 1

Pupils are 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.

Key Stage 2

Pupils are 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.

IMPACT

Our pupils are able to appreciate music through listening, creating and performing. They gain an understanding of the methods used to write and read basic music notation. Our pupils also experience the joy of achievement and reward in their music-making. They improve their self-confidence through creative learning, using a range of social skills, ensemble playing, and a willingness to reflect upon and to criticise their experiences.

Pupils build cultural capital through an understanding of musical cultures and history and how they relate across the world. During their time at Brunswick House, pupils will have accessed a varied programme of musical experiences upon which to build in the future. Specifically, they can evaluate music and its components, they can sing and feel a pulse, and they have an understanding of how to further develop their musical skills and interests both within the school setting and the wider community.

ASSESSMENT

Our music curriculum goes beyond the general statements set out in the National Curriculum. It demonstrates progression year on year, so that our pupils can ‘make more music, think more musically and become more musical’.

Music is monitored and assessed through a range of different approaches. We monitor weekly as part of the music lessons, through ‘Flashback’ and other feedback.

Formal assessment in music for each group is achieved through ‘The Wheels of Music Knowledge, Skills and Understanding’ tracker. This assesses the pupils against the various components within the 4 strands of music (singing, listening, composing and performing) and the three pillars (technical, constructive and expressive), which is completed at the end of each term. Additionally, in Key Stage 2, we arrange for the pupils to complete a self-assessment of their year group key skills at the end of each term. This helps the pupils to track their own progress, as well as inform the music leader’s and teacher’s review of the units of work.

All assessment results are recorded on our SONAR system. We also keep audio recordings of pupils’ work, which we use to measure the impact of our implementation.

The music leader collects and analyses teacher and pupil feedback, through questionnaires and discussions, and conducts lesson drop-ins. This information is used to assess the effectiveness of both music lessons and wider-opportunities within the school. These responses are fed back to staff and governors, highlighting what is working well and what adjustments need to be made.

EXTRA-CURRICULAR ACTIVITIES AND LESSONS

The school helps families to access individual or paired music lessons, which are taught by peripatetic staff, from Kent Music. Families in receipt of Pupil Premium are offered financial support.

Also, Brunswick House offers an after-school KS2 Musical Theatre club, which performs two musical theatre productions a year to an audience of family and friends. Involvement in this club also provides performance opportunities in a variety of venues and contexts, helping to increase pupils’ self-belief, confidence and teamwork.

A Recorder club is on offer to years 3 and 4, which gives pupils the opportunity to learn how to play the instrument and perform at termly music assemblies and other performances.

THE ROLE OF THE MUSIC LEADER

The Music Leader is responsible for the development and monitoring of the Music Curriculum. This includes responsibility for the updating of the school’s policy, Scheme of Work and Assessment Criteria. The Music Leader provides dedicated CPD, coaching and monitors staff confidence through surveys. Our Scheme of Work enables a non-specialist teacher to implement the National Curriculum in Music, without the need to read music, play an instrument or have any musical background of any sort. Support for this subject is provided to every teacher by the music leader.

The Music Leader coordinates staff requests for resources and monitors the condition and availability of resources, track and review medium term planning, pupil voice, teacher assessment, and facilitate lessons with peripatetic teachers.

An action plan is written each year, incorporating an agreed budget to ensure music continues to provide the pupils of Brunswick House with a high-quality and progressive education.

EQUAL OPPORTUNITIES

At Brunswick House, we ensure that all our pupils are given the same opportunities regardless of gender or cultural background. Children who have special educational needs receive appropriate levels of support to ensure that they have full access to our music curriculum. Learning experiences and opportunities in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences.



Article 15

We have the right to meet with others and join groups and organisations.

Article 29

Education must develop every child's personality, talents and abilities to the full.