



## **Buxworth Primary School Music Policy**

*“Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything!” – Plato*

### **Aims and Objectives**

Music is a powerful form of communication that can change the way pupils feel, think and act. It brings together the intellect and feeling and enables personal expression, reflection and emotional development. It helps pupils relate to others, forging important links between home, school and the wider world. We aim to develop the musical confidence and competence of each of our children in order that they can enjoy and appreciate the music of others and develop their own ability to perform and compose.

Our objectives in the teaching of music are:

- To explore how sounds are made, and can be organised into musical structures;
- To show how music is produced by a variety of instruments;
- To teach how music is composed and written down;
- To examine the relevance of when, where and why a given piece of music was written;
- To develop the interrelated skills of composition, performance and appreciation.

### **TEACHING AND LEARNING**

At Buxworth Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children’s ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music and instruments. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse, rhythm and pitch. We often teach these together. We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;



- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using teaching assistants to support the work of individuals or groups of children;
- accessing the LEA's Music Service, individual children, who have particular gifts or talents, may go to groups at lunch times for further direction and teaching with specialist instrumental teachers.

### **ADDITIONAL MUSIC TEACHING**

Children in year 3 and 4 have additional whole class lessons to learn to play the clarinet, Violin or Trumpet. The children can then go to small groups during lunch time to progress with this skill should they wish to. These lessons are in the school day. Parents pay for these lessons directly. Where a pupil premium child wants to learn an instrument then Buxworth will pay the cost of these lessons.

### **MUSIC CURRICULUM PLANNING**

Music is a foundation subject in the National Curriculum. Our school uses the National Curriculum as the basis for its planning. We then carefully fit the curriculum objectives into our schools holistic approach to teaching so that the Music lessons match the topics taught in each class termly or half termly.

Music is also taught through assemblies and in choir club.

Through Key Stages 1 and 2 pupils will be taught to:

- Control sounds through singing and playing
- create and develop musical ideas
- respond to a variety of music from different times and cultures
- review individual and group musical activities
- listen with concentration and to internalise and recall sounds with increasing aural memory.
- Throughout, the teaching will focus on the seven elements of pitch, duration, dynamics, tempo, timbre, texture and structure.

In addition, at Key Stage 2,

- Singing in two parts, (as well as unison) is required
- ICT should be used to capture change and combine sounds.

### **THE EARLY YEARS FOUNDATION STAGE**

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which



underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

### **CROSS CURRICULAR LINKS**

Teaching at Buxworth, through the cross curricular topic based approach, allows us to use music to enrich learning in other subjects. It can provide a stimulus for expressive work in English, Art and Design, Dance and Drama. It allows for the discussion of feelings in R.E. and P.S.H.E. and enhances assemblies. The exploration of sound production has links to Science. Links can be made with History/ Geography topics, e.g. Tudor music, songs from World War 2. P.S.H.E. underpins all of the units.

Music encourages the children to develop confidence and responsibility. It helps, by creating music together in groups, to develop good relationships. Respect for the differences between people comes through experiencing music from different times and cultures.

### **MUSIC AND INCLUSION**

At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **ASSESSMENT FOR LEARNING**

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 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. Teachers also record judgements annually about a child's progress in music. These judgements are made against the National Curriculum descriptors for Music. Judgements are placed on the assessment grids which are then added and placed into the subject specific folders, as in other foundation subjects. Each teacher passes this information on to the next teacher at the end of each year.

We use our class Golden Books to showcase some of the childrens' best work in Music throughout the year and match this to our 10 Buxworth values across the school.



## **RESOURCES**

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store. These can be easily accessed and returned each day.

## **MUSICAL EVENTS**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We participate in PEGs concerts and musical events, the Lyme Park Arts events and Local area Carnival Days. We have a school choir which every child from year 3- year 6 are invited to attend.

## **MONITORING AND REVIEW**

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the head teacher an informal summary report in which s/he evaluates the strengths and weaknesses in music and indicates areas for further improvement;

This policy was written: June 2020

Reviewed: July 2025

This policy will be reviewed: Every two years

Subject Lead: Miss R Kime