

Bosmere Community Primary School



Music Policy

January 2020

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Approved by the Committee/Governing Body	<i>Bosmere Primary School</i>
Signature of Chair of Governors/Committee	
Date approved	<i>May 2021</i>
Review date	<i>July 2021</i>

Curriculum Intent

At Bosmere Community Primary School our curriculum is designed to inspire enthusiasm for learning, to ensure achievement and to nurture pupil health and well-being. We aim to develop independent, creative and inquisitive learners who gain the confidence, resilience and skills needed to be learners for life and responsible citizens for the future.

Our inclusive curriculum focusses on progressive subject specific knowledge, skills and understanding as set out in the National Curriculum. It promotes high aspirations by engaging pupils in rich and memorable learning challenges that take pupils beyond the classroom.

Our approach allows pupils the opportunity to influence their own learning, placing particular emphasis on:

Enquiry: fostering a sense of curiosity and problem solving

Collaboration: opportunities to learn with and from each other

Oracy: talk for learning to develop a rich vocabulary and clarity in communication

Linking learning: identifying cross-curricular links in knowledge and skills and applying transferable skills where meaningful

Identity: making the most of enrichment opportunities and local links, developing a sense of where we fit in the local and global community.

Introduction to Music

At Bosmere Primary School, it is our intent that 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. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Implementation – Planning, teaching and learning

Curriculum planning for Music is carried out in three phases – **long term, medium term and short term.**

- The Music Curriculum Map, produced by the Music Leader serves as both **long term** and **medium term planning**. This document maps how the units and outcomes will be covered within each term of the two year rolling cycle for each phase (See appendix 1). It also maps the coverage of the four strands of Music (performing, listening, composing and history of music – KS2 only). Where possible, songs, musicians and their period of art history and genre /style are matched to enrich the learning of topics and other foundation subjects.
- Units from Kapow Primary resources and Charanga are organised across this map to support planning and delivery of teaching and learning. Teacher videos support teacher's own subject knowledge. The implementation of these units ensure children are taught progressive skills and have the experience of exploring a wide range of media and art activities.
- The phase teachers are responsible for short term plans and ensuring a sequence of learning that builds on the progression of music skills (See appendix 2).
 - Teachers are advised by the Music leader to record and deliver learning intentions as questions in order to maximise the opportunities for exploration and enquiry.
 - Music lesson planning is relevant to the pupils of Bosmere and therefore maximises opportunities to enrich learning in other foundation subjects.
 - We encourage the children to ask questions and form opinions about music and musicians they study. They have the opportunity to use a variety of resources such as videos, Power Point presentations, artefacts, resource books and photographs. They use computing skills in music lessons where it enhances their learning.
 - For disadvantaged pupils, or those with SEND, the planning and delivery of the curriculum may be personalised or adapted to meet individual needs. This could be through provision of additional scaffolding or sequencing learning activity. High expectations are set for all children and we aim to instil in them a love and confidence as

artists and designers, encouraging them to embrace challenge and understand its fundamental importance in life beyond the classroom.

- Year 5 children receive weekly instrument lessons (WCET) delivered by Suffolk Music Service tutors. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Follow on group music lessons are also available to pupils to continue to develop their skills and ability on a musical instrument the following year.
 - Weekly ‘Singing Assemblies’ are led by the Music Leader and provide opportunities for the appreciation and understanding of music from a range of genres, cultures and times. Use of musical vocabulary is encouraged. Children are taught a variety of songs and warm up activities.
 - The school subscribes to ‘Sing Up’ and ‘Charanga’ from which useful teaching and learning resources are shared with relevant phases to assist planning.
 - Music in the Early Years Foundation Stage is taught as an integral part of the topic work covered during the year using the children’s experiences and interests as a starting point for their learning. This may be as an adult directed activity, where safety is paramount, an adult initiated activity, where a new skill is taught, or as a child initiated activity, where exploration and discovery is desired. The music objectives are identified within the ‘Development Matters (EYFS) Guidance Materials’ and span many of the Areas of Learning.
- **Enrichment:** Wherever possible we enrich the children’s understanding of Music by offering educational trips, visiting musicians into school or whole school music events where children have the opportunity to work collaboratively. **The Bosmere School Choir** is led by the Music Leader and meets weekly. The choir performs in school and in the community.
 - **Resources:** We have a wide range of resources to support the teaching of music across the school. These are kept in the Music Cupboards in the annexe. The subject leader, in consultation with other staff, is responsible for purchasing new resources as necessary.

Impact – Monitoring and Assessment

- **Monitoring** – Music is monitored in line with the whole school monitoring cycle with the exception of Compass Looks as Music does not feature on the Compass assessment tool.
- Subject leads evaluate impact at the end of each summative period. Written feedback, with targets identified and support plans put in place where appropriate, is given to each phase.
- The governors take an active role in Music. They receive a termly report and are involved in termly meetings to regularly review teaching, learning and development.
- **Formative Assessment** - Children’s learning and progress in Music is assessed by making informal judgements as they are observed during lessons.
- **Summative Assessment** - Teachers analyse pupils’ progress at the end of each school year to complete the annual report to parents. This is achieved by informal observation in the classroom. Teachers record the attainment achieved by the majority of the pupils in the class, but also show those who are above and below.
- The Music leader attends and delivers meetings and training as and when the need is identified to allow for continuity and progression within Music and directs teachers to take responsibility for their own Music CPD through the sharing of relevant articles and resources.



Summary of changes to the policy

Document control			
Date	Section(s)	Update(s)	Notes