



Music at Astwood Bank Primary

Policy	Music
Last review	September 2023
Reviewed by	Mr J George



Rationale

Music is important because it helps children to express themselves and to understand their feelings. It promotes and develops a huge range of social skills and also provides significant physical and psychological benefits. Music is also a pleasurable activity which can provide fulfilment throughout life. An understanding of music leads to more rewarding listening. Knowledge of the work of a range of musicians and composers contributes to the children's understanding of other cultures as well as their own.

“Music is therapy. Music moves people. It connects people in ways that no other medium can. It pulls heart strings. It acts as medicine.”

Aims

- To introduce the children to a variety of musical genres, and to develop understanding and appreciation, thus encouraging a life-long love of music.
- To teach the children to sing skilfully and to enjoy choral activities.
- To develop ensemble playing on a range of tuned and untuned instruments and also to accompany singing.
- To give opportunity to perform confidently to both small and large audiences and to experience the thrill of the finest concert venues.
- To develop skills which support learning in other areas and encourage vital life skills such as concentration, creativity, self-confidence, aesthetic sensitivity, co-operation and the ability to hold a sense of shared purpose.
- To promote pupils' spiritual, moral, social and cultural development.

Objectives

Each pupil will undertake a course of study based on the National Curriculum 2014. All children will have experience of:

- Performing - Controlling sounds through singing and playing. Using music and from memory.
- Composing - Creating and developing musical ideas. Using and refining musical notation.
- Appraising - Responding and reviewing. Using progressively technical vocabulary.
- Listening, and applying knowledge and understanding.

Organisation

Although we base our coverage on the 2014 NC, we incorporate many of the recommendations from the non-statutory 2021 Model Music Curriculum, including a greater range of musical styles and modern genres, plus a greater focus on formal musical notation where appropriate. For this we use Charanga but also retain many tried-and-tested lessons from Music Express.

Our Reception children are taught from the foundation stage Early Learning Goals. Music is embodied within *creative development* and there is a 30-minute music session using Charanga and Music Express resources. From September '23 this will be delivered by class teachers with support from the music co-ordinator.

Throughout the rest of the school, music is planned and taught by the music coordinator using both Charanga and Music Express, supplemented by other materials. Children get a 40-minute weekly session to build skills and introduce concepts and these sessions are then linked into the musical life of the school through performances and communal events.

The school has a weekly song practise and we generally sing in assemblies. We recognise the great benefits of singing together and endeavour to combine singing simply for sheer pleasure; singing to challenge and excite the children; and also singing to give opportunity to reflect.

"I love to hear a choir. I love the humanity to see the faces of real people devoting themselves to a piece of music. I like the teamwork. It makes me feel optimistic about the human race when I see them cooperating like that."

Paul McCartney

The structure and membership of our choir varies. Currently we have two choirs, one for y3&4 and another for y5&6 – totalling around 85 members. Rehearsals are lunchtimes and we are non-auditioned. We perform at a number of annual events that have included harvest, Christmas, school fayres, Redditch Holocaust Service, Redditch First Schools' Music Festival and Walkwood Music Festival. We are looking to develop performance opportunities within our new MAT from September 2023.

Our choir and musicians regularly travel to concert venues to perform, including Birmingham's Symphony Hall, Worcester Cathedral, The Palace Theatre, St John's Bromsgrove and Malvern's New Space Theatre. Every two years, the choir takes part in Young Voices at Resorts World as part of a choir of 5000 voices.

We have a school orchestra of around 60 players. This includes adults as role models and to promote the sense of community and family in our music making. We hold regular concerts for parents, and invite past pupils back to perform.

From their reception year, children have the opportunity to take up the violin with the peripatetic tutors and then the range is broadened, when age appropriate, to include guitar, piano, drums and wind instruments. All these pupils perform regularly with our orchestra to parents, and we also include a variety of percussion such as glockenspiels and bells for children who show ability here. Musical notation is built into class music lessons which supports our orchestra.

We also regularly invite professional musicians into school to perform to our children. Any other opportunities for developing community links are actively

pursued. We regularly host a German orchestra and link this in with other schools too.

Our annual leavers' concert involves all our oldest children. These concerts are often large-scale musicals.

Composer of The Week is a scheme by which music is featured in assemblies and background information given about the instruments, composers and countries involved. This can take different forms and is currently being delivered through the ABRSM *classical 100* project. This will be reviewed in 2023

We regularly run high-profile musical projects such as the BBC Ten Pieces, song-writing competitions, County Arts projects or recording a whole-school CD.

Resources

We keep and maintain a range of quality tuned and non-tuned percussion instruments in the dedicated music room, including a full chromatic set of hand bells and a class set of glockenspiels. These are used as often as possible in varied and purposeful ways throughout the school. Many other resources are online. Our piano and our sound & lighting bay are kept in the hall. Reception classes have specially purchased instruments for small hands which are kept in their rooms.

Curricular Links

- Literacy – Development of rhyme and word patterns. Expressing views and opinions clearly using appropriate vocabulary. Using music to accompany stories. Songwriting.
- Numeracy – Counting, grouping and ordering skills
- Geography/History – Instruments, musical styles and cultures from around the world, past and present. A historical timeline is displayed in the music room.
- Computing – Audio and video recording, use of microphones, computer-based sounds iPad and the internet
- Science – How sounds are produced
- PE – Pupils will have opportunity to respond to music through dance and expressive movement

Assessment

Assessment tasks are generated from the Music Express scheme and extended in like manner to children in the upper school. It is not helpful to switch between schemes as this would affect our tracking data. Evidence of children's work is collected by the co-ordinator. This may include graphic scoring, worksheets, photographs, recordings etc. The children are actively encouraged to evaluate and positively critique their own and others' performances. Reception children are assessed on their Early Learning Goals.

We keep photographic evidence, including video of projects and class sessions, on the shared area. This allows for consistency and objectivity in what can be a rather subjective area.

Reporting to parents is done annually through a written report focusing on the child's ability to work co-operatively and creatively, and with reference to the

musical skills gained. Children are graded against set criteria as having achieved or exceeded the expectation, or as having needed support.

Equal Opportunities

All our children have full access to a range of musical activities regardless of sex, race or ability. Our youngest children have special instruments to ensure access. Pupil premium means that children are not denied peripatetic lessons by virtue of financial hardship. We actively celebrate other cultures and religions in our music making and actively point out links to cultures represented by our own children.

SEND

There is no blanket statement for SEND as the needs and abilities of each child require bespoke consideration. It may be that a child requires ear defenders to as not to be overwhelmed by the sound. It may be that a non-verbal child contributes with hand signals or a child with mobility issues uses a flat glockenspiel that can be safely balanced on the lap. Medical issues are also considered, e.g. nut allergies that might affect use of traditional coconuts or pangji shakers. There is an awareness that children who struggle academically can sometimes show real flair in music.

Gifted and Talented

There are many opportunities, not only within the class sessions, for children to develop and showcase skills. Leading part-songs or separate percussion parts, or singing solos etc. Performing in the choir and at concerts, both choral and orchestral. Peripatetic music lessons also support our musical children. Our glockenspiel ensemble, established in January 2023, is particularly aimed at our most able children – and especially those who are not accessing other instrumental lessons. Membership is by invite only and the criteria are taken from those achieving the highest grades in their class assessments.

Safeguarding

As for all areas of school life, safeguarding is an important consideration. The music teacher has full liaison with the DSL and class teachers so as to be aware of any issues. Paperwork for trips and visits is written to ensure safeguarding procedures are considered and all adults on trips are DBS. Our peripatetic teachers use rooms in which they are visible and adhere to safeguarding practices.

JBG (Sept 2023)