



BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

Music Policy

Maximum Effort for Maximum Achievement

In Music, pupils at Buttsbury Junior School are given opportunities to be actively involved in listening, composing and performing thereby developing their sensitivity to and understanding and enjoyment of the subject.

Aims of Music

The National Curriculum for music aims to ensure that all pupils:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Intent

- Our curriculum is ambitious, broad and well-balanced. The curriculum is carefully planned with a clear learning sequence, to ensure new knowledge and skills are built upon.
- Our mastery approach provides opportunities for children to apply their skills across the curriculum and ensures pupils have the cultural capital required to be successful citizens.
- We use the KWL approach (What we know, What we want to know and What we have found out) to ensure progression in learning and our mastery approach enables children to apply knowledge and skills they have learnt to new situations.
- The Music curriculum is carefully differentiated and provides excellent skills-based challenge therefore addressing the needs of our children with SEND as well as those who are more able.

Curriculum Implementation

- The Music Subject Leader is a music specialist and Music lessons are delivered by a specialist music teacher. The Music Subject Leader has focused monitoring sessions six times a year.
- Medium Term Plans are devised carefully to ensure there is a clear sequence of learning. We have deliberately limited the number of different aspects studied within a subject area to enable us to deepen learning and focus on skills' development.
- Interactive Working Walls which mirror our KWL grids are used to promote deep learning.
- Pupil talk is a strength of all lessons and enables teachers to help children develop vocabulary and language.
- Careful use of questioning, using the platform of Bloom's Taxonomy, enables teachers to check pupils' understanding and also challenge them.

- Teachers use the 'double teach' approach to ensure more able learners are moved on swiftly and to enable additional support to be given, as appropriate, to other learners.
- Assessment, via questioning and use of KWL grids, is used to check pupils' embedded learning and our mastery curriculum enables pupils to apply new skills readily.
- The school has its own data tracking system which both parents and teachers find helpful in order to identify next steps in learning. Data is collected twice a year for Music.

Curriculum Impact

- Monitoring findings show that outcomes in Music are of a very high standard and progress is generally rapid and seldom slow.
- Pupils enjoy their learning and are enthused by the knowledge they gain.

Music in relation to the National Curriculum

The curriculum is organised to ensure that pupils' experience of music is developed through activities that bring together requirements from the KS 2 programme of study (performing and composing; listening and appraising and developing an understanding of the history of music).

They ensure:

- A progressive understanding of musical elements:
 - pitch (high/low sounds and stages in between)
 - duration (including rhythm and groups of beats)
 - dynamics (loud/quiet and stages in between)
 - timbre (difference in tone colour between instruments/voices)
 - texture (layers/combinations of sounds)
 - tempo (speed) and their use within structure
- The development of necessary skills whilst engaged in musical activity:
 - Sing and play music, both pitched and unpitched, controlling sounds made by the voice and a variety of sound sources;
 - Perform with others;
 - Compose musical ideas (explore, create, select, organise and appraise sounds);
 - Record their compositions, using symbols where appropriate;
 - Use and read standard notation;
 - Listen to specific sounds and groups of sound sources / instruments;
 - Make children aware that there are various types of music from different times, cultures and places and for diverse occasions (including music by well known composers and performers);
 - Understand the ways by which music changes to reflect these differences;
 - Respond to and evaluate music.
- A balanced programme of activities which provides opportunities for pupils to work individually, in pairs, in groups and as a class and which demonstrates continuity between years.
- The appropriate use of ICT to support learning in the music curriculum.

- That all areas of the music curriculum will be an enjoyable part of any child's experience.

Planning of Music

Music planning is based on the National Curriculum, Music Express and Charanga Schemes of Work and is aligned with the non-statutory Music framework published by the DfE.

Plans are written by the teacher responsible for delivering Music and include cross-curricular links, differentiation and resources used.

Timetabling and planning ensures that:

- Each class has regular lessons involving whole class, small group and individual activities
- There is sufficient opportunity for children to participate in active music making, covering a variety of cultures
- Children discover, explore and develop technical skills
- There is usage of a wide variety of musical instruments including the voice
- Children begin to refine listening skills
- There are experiences to support the learning and adopting of the principles and procedures inherent to the discipline and nature of musical traditions and conventions
- Children learn how to create, store and display musical sounds
- Provision is made for children with different learning abilities through a variety of tasks and responses

Relationships to other subjects

Pupils are given opportunities, where appropriate, to develop and apply their computing capability in their study of music - particularly for listening, accessing information, performing, creating, manipulating and storing sounds. Wherever possible, links are made to other subject areas, e.g. History (Romans and South American music) and Science (The Planets).

Links with literacy

Examples of musical activities and tasks which support the development of *Literacy*:

- Listening skills: associated with creating rhythmic patterns using syllables and rhyming patterns using structure
- Comprehension: when an appropriate sound response is made to given words and phrases to enhance the meaning
- Reading musical scores: following the same left to right procedure and interpreting symbols and introducing vertical as well as horizontal reading (linked to bus/train timetables for example)
- Speaking: developing the ability to evaluate and discuss musical sounds using appropriate vocabulary
- Story structure: with beginning, middle and end and musical structure, with introduction, middle section and coda
- Characterisation of a plot: as in songs or music which have a story
- Recognising silent letters: as with a symbol for a rest in music
- Punctuation: commas and semi colons to indicate a space of time - in music, phrase marks or a comma above the musical stave and a full stop at the end is like a double bar line in music

Links with maths

Examples of musical activities and tasks which support the development of *Maths*:

- Number sequencing - metre (beats in a bar)
- Time and space, linked to tempo and duration
- Patterning – rhythmic and melodic repetition, symmetry - a rhythm or melody played forwards and then backwards
- Counting – layers of sounds in musical texture and rounds and accumulative songs

Equal Opportunities and Special Needs

- There will be opportunities in Music for all children to both practise skills and extend musical talents.
- The programme of study for each Key Stage will be taught in ways appropriate to pupils' abilities.
- There will be equal access to materials
- Participation in a wide variety of musical activities will be encouraged.

Links with other School Policies

The Music Policy addresses the issues relating to Equal Opportunities, Children with Special Educational Needs, the Health and Safety of pupils and staff, and Teaching and Learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Educational Needs
- Academically More Able
- Inclusion
- Health and Safety
- Teaching and Learning

Assessment and Recording

Recording children's musical achievements and progress can be accomplished in a variety of ways :-

- Sound recordings on microphones or iPads
- Visual recordings - photographs, art work or iPads
- Sound and visual – videos or iPads
- Written evidence through graphic and conventional scores
- and the written language

Children's progress is measured against descriptions in the National Curriculum.

Role of the Music Subject Leader

The music subject leader will:

- Provide assistance to all staff when requested, in order to implement the music policy consistently throughout the school
- Organise resources to support the school music policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support

- Liaise with outside agencies, other schools and colleagues
- Monitor policy and teaching and planning of music

Extra Curricular Activities

Music supports the school ethos and we value the opportunity for children to participate in extra-curricular activities.

At present:

An upper and lower school choir are available to all children who wish to join.

The children take part in a variety of events, including the BSMA Festival, Stockbrook Manor Christmas Market, the Christ Church Advent Service and the annual Christmas Bazaar

Pupils have the opportunity to receive instrumental lessons from a variety of the peripatetic music teachers. Tuition is available on a weekly basis on the following instruments: flute, cello, piano, brass and guitar.

The school holds a Musical Evening in the latter part of the academic year to allow children who play a musical instrument to perform to an audience of family and friends.

Children are invited to perform in weekly Music assemblies.

Mastery in Music at Buttsbury Junior School

Effective mastery in Music encourages all pupils to think deeply and reflect on their musical preferences across a range of genres.

Higher order questioning during lessons ensures that pupils can reflect and explore a range of different musical techniques.

Children are encouraged to compose their own pieces of music and record using graphic score.

Pupils are encouraged to compare and contrast different styles of music from a range of cultures and historical periods including the work of the Great Composers.

The use of high-quality resources such as tuned and untuned percussion instruments which the children are able to self-select as well as recording equipment for use in evaluating performances.

As a result of this, pupils have a deep understanding and appreciation of different cultural perspectives and styles of music.

Monitoring and Review

Policy Date: Spring 2024

Review Date: Spring 2027