



# **BROOK FIELD PRIMARY SCHOOL**

## **Music Education Policy Statement**

### **INTRODUCTION**

At Brook Field Primary School, it is our intent to make Music an exciting and enjoyable learning experience. Our curriculum provides the children with modern and vibrant musical experiences exploring a range of genres and styles of Music to build on the children's cultural capital whilst ensuring appropriate challenge with clear progression of skills, knowledge and vocabulary. We aim to build the children's skills and knowledge in the interrelated dimensions of Music through listening and appraising, creating, exploring and performing. We are committed to ensure our children become composers, improvisers and performers either through singing or skillfully playing an instrument either solo, or as part of a group. We want to ensure that our children develop a love of Music, are confident to take risks and use Music as a way to express their feelings and uniqueness.

### **AIMS**

#### **To:-**

- Promote and support curriculum music for all children as an entitlement throughout their classroom experiences.
- Provide experiences and resources which promote knowledge, skills and understanding in music, in relation to both their own and others musical traditions.
- Provide learning experiences in music, which develop confidence and the musical ability of the child.
- Build progression and continuity in music through careful curriculum planning and monitoring of each child, in line with the school's policies for assessment and recording.
- Promote opportunities for the child to develop their music further through an extended music curriculum.
- Develop expertise and confidence in music in all members of teaching staff.
- Recognise ways in which music may be incorporated into other curriculum areas to enhance other subjects and develop the musical experiences of all children within the relevant topic.
- Provide children with a variety of music making situations to provide appropriate challenge, foster their enjoyment, personal satisfaction and self-confidence.
- Develop musical skills and concepts through listening, appraising, performing and composing.
- Develop social skills through co-operation with others in the shared experience of music making.
- Make links with our Learning Behaviours including Teamwork through shared music making, Creativity through composition, Making Links through listening, and Perseverance in performing.
- The ability to speak, listen and understand speech is the basis of oracy and research has shown that the interconnectedness of music and language through singing can assist in the promotion of oracy in everyday communicative contexts

### **PLANNING & TEACHING**

Music activities will encompass a range of skills and music elements within our multisensory thematic approach to learning where children will have plenty of opportunities to revisit and develop their learning further within each year group as they build on previous knowledge and skills.

Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – eg. Listening skills, concentration, creativity, intuition, aesthetic

sensitivity, perseverance, self-confidence and sensitivity towards others. Our drive to ensure challenge through Blooms questioning and specific skills focus empowers our children to strive for greater musicality.

Our school has musical instruments from different cultures as well as a range of tuned and untuned percussion instruments for the children to access.

Through focused music sessions, children will have the opportunity to listen, appraise, perform and compose in a variety of genres, styles and audiences. There are opportunities to sing songs and play instruments with skill, expression and awareness of their own contribution to a group or class performance. Children are encouraged to improvise and develop their own musical compositions in response to a variety of different stimuli developing greater independence and creativity whilst making appropriate use of ICT to create and record their music.

Our music curriculum enables our children to explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. They will have opportunities where appropriate, to perform in class assemblies, school productions, seasonal events and in music assemblies.

Year Five run on a separate programme of whole class instrumental lessons to give a really thorough and in-depth experience in learning to play an instrument and perform to a live audience at the end of the year.

Children will be offered musical tuition in a range of instruments such as, guitar, piano and percussion by peripatetic staff in both Key stages and children will also have opportunities to join and learn to play and for a band through Rock Steady which they get to perform to their peers and parents three times a year. There is also an after school singing club for our younger children and they perform annually at a community festival.

### **EARLY YEARS**

Music comes within a few strands of the Early Learning Goals. Learning rhymes, poems and songs is part of the Reception Development Matters section of Communication and Language. Children in Foundation Stage learn to sing nursery rhymes linked to the Jolly Postman. The children are given opportunities to explore how to dance and move to nursery rhymes through the outside continuous provision as well as exploring how to accompany these nursery rhymes through playing a variety of pitched and unpitched instruments. Singing and performing a range of well-known nursery rhymes and songs is also part of the being imaginative and expressive strand of the Early Learning Goal – Expressive Art and Design. Foundation Stage use singing as a way to help support the children's learning in other areas such as Mathematics, where the children join in and chant a variety of counting songs to really help develop their understanding of number. Collaborating through playing instruments together as well as taking turns and persevering with what the children are trying to express with the instruments, comes under the self-regulation and building relationships aspect of the Personal, Social and Emotional development strand of the Early Learning Goal.

### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL AND BRITISH VALUES**

Spiritual, Moral, Social and Cultural development is an inclusive element of our music curriculum with every opportunity taken within our sessions to develop our children's skills within this area further. Cultural development is a particular focus for our music provision with strong emphasis in developing an understanding and appreciation of the wide range of cultural influences that have shaped our musical heritage. One method achieving this is that we welcome visitors into the school to perform live music for the children. We aim to enhance our provision through an annual whole school theme week that celebrates different composers from around the world, a willingness to participate in and respond

positively to music and appreciate the viewpoints of others and this teaching ensures that children are made aware of the important role that music plays in the wider society. See also our Collective worship policy and SMSC section on our website.

## **SPECIAL EDUCATIONAL NEEDS**

Children with Special Needs are identified according to the Special Educational Needs Policy and teachers will provide appropriate adaptations for activities according to their needs. They will be taught in mixed ability groups when appropriate, or in ability groups supervised by the teacher or teaching assistant. For more information please refer to the SEND policy.

## **MORE ABLE**

Children are identified as being more able in music by the following indicators:

1. Highly creative and shows an ability to compose and perform with acute sensitivity and interpretation.
2. Demonstrates an ability to understand new concepts easily, such as, learning a musical instrument.
3. Uses singing voice effectively, understanding breath control and breathing techniques.
4. Can pitch specific notes on request and name them.
5. Can maintain complex rhythmic patterns.
6. Can read music and sight read with ease.

For more information please refer to the More Able Policy.

## **RESOURCES**

Bespoke Music Room available for whole class use  
Full range of tuned and untuned percussion instruments  
Class set of Glockenspiels  
Keyboards and pianos  
Drum kits  
30 Ukuleles on loan for whole class use.

## **ASSESSMENT & MONITORING**

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. With the exception of Foundation Stage, pupils' achievements in music will be assessed at the end of each unit.

Throughout the unit pupils will have experienced all the National Curriculum Music objectives. More Able and SEND pupils will have been recorded. KS2 children will be given opportunities to self-assess and music assessment will be recorded by teachers on a regular basis.

For more information, please refer to the Assessment Policy.

## **MUSIC SUBJECT LEADER**

The role of the Music Subject Leader is to:

- Monitor the music carried out across year groups by scrutiny of work, planning, learning walks, assessment and pupil voice. This includes monitoring of the frequency of music teaching across the year.
- Support colleagues in teaching the subject through sharing good practice and delivering staff meetings to ensure consistency of approaches and expectations.
- Renew, update and supplement resources needed to deliver the curriculum successfully.
- Involve Governors in the development and monitoring of the subject.
- Attend appropriate CPD and cluster meetings to ensure up to date and relevant professional development in this subject.



## Music Curriculum: Progression of Knowledge and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composer and topic</b>	T1 Pharrell Williams (Seven Pieces) T2 Vivaldi (Four Seasons) T3 Manuel de Falla – Fire Dance and Great Fire of London	T1 Will.I.am (Seven Pieces) T2 Spiderman by Paul Francis Webster and Bob Harris T6 Holst - Mars	T1 Stone Age Music “Jupiter”, “Uranus” from Holst “The Planets” and/or “The Old Castle” – Pictures of an Exhibition – Mussorgsky + A.R Rahman (Seven Pieces) T6 Sergei Prokofiev – Peter and the Wolf	T1 Emile Sandé (Seven Pieces) T2 ABBA T3 Iron Man T5 Tchaikovsky, Saen Saints, Prokofiev, Schubert, Rimsky-Korsikov - Braeside	T1 Alicia Keys (Seven Pieces) + Ukulele T2 Ukulele T3 Space Jam (linked to space topic) + Ukulele T4 Ukulele T5 Ukulele T6 Ukulele	T1 Beyonce (Seven Pieces) T3 Carl Orff – Carmina Burana T4 John Williams – Hedwig Theme T6 Swing Lo, I’m gonna sing, Oh When the Saints
<b><u>Listening and applying knowledge and understanding</u></b>	Can recognise and explore how sounds can be made and changed. T2  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. T2	Can recognise and explore how sounds can be organised. T1  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. T1	Can recognise and explore the ways sounds can be combined and used expressively. T1  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. T1  develop an understanding of the history of music. T1  listen with attention to detail and recall sounds with increasing aural memory. T1	Can recognise and explore the ways sounds can be combined and used expressively. T1, T5  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. T1, T5  develop an understanding of the history of music. T1, T5	Suggest improvements to own and others work commenting on how intentions have been achieved. T2, T3, T4, T5, T6  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. T1  develop an understanding of the history of music. T1 T2, T3, T4, T5, T6	Can evaluate how venue occasion and purpose affects the way music is performed and heard. Can refine and improve their work. T3  appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. T3  develop an understanding of the history of music. T3

<b><u>Controlling sounds through singing and playing – performing skills</u></b>	<p>Can use their voice in different ways such as speaking, singing, chanting T2, T3</p> <p>perform with others. T2, T3</p> <p>learn to sing and to use their voices, to create and compose music on their own and with others. T2, T3</p>	<p>Can sing with a sense of the shape of the melody. T2</p> <p>learn to sing and to use their voices. T2</p>	<p>Can sing in tune with expression and perform rhythmically simple parts that use a limited range of notes. T1</p> <p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. T1</p>	<p>Can sing in tune with expression and perform rhythmically simple parts that use a limited range of notes . T1, T2</p> <p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. T1, T2</p>	<p>Can identify and explore the relationship between sounds. T1, T3</p> <p>Can perform by ear and from simple notations maintaining own part with awareness of how the parts fit together for overall effect. T1, T3</p> <p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. T1, T3</p>	<p>Can perform significant parts from memory and notation. T1, T6</p> <p>Can lead others or take a solo part. T1</p> <p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. T1, T6</p>
<b><u>Controlling sounds through singing and playing – performing skills</u></b>	<p>Can identify simple repeated patterns and take account of musical instructions. T2, T3</p> <p>Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. T2, T3</p>	<p>Can perform simple patterns and accompaniments keeping to a steady pulse. T2, T6</p> <p>learn to create and compose music on their own and with others. T2, T6</p> <p>have the opportunity to learn a musical instrument. T2, T6</p> <p>use technology appropriately and have the opportunity to progress to the next level of musical excellence</p>	<p>perform rhythmically simple parts that use a limited range of notes. T1, T6</p> <p>play and perform in solo and ensemble contexts. T1, T6</p> <p>playing musical instruments with increasing accuracy, fluency, control and expression. T1, T6</p>	<p>perform rhythmically simple parts that use a limited range of notes. T1</p> <p>play and perform in solo and ensemble contexts. T1</p> <p>playing musical instruments with increasing accuracy, fluency, control and expression. T1</p>	<p>Can identify and explore the relationship between sounds. T1, T2, T3, T4, T5, T6</p> <p>Can perform by ear and from simple notations maintaining own part with awareness of how the parts fit together for overall effect. T1, T2, T3, T4, T5, T6</p> <p>play and perform in solo and ensemble contexts, T1, T2, T3, T4, T5, T6</p> <p>playing musical instruments with increasing accuracy, fluency, control and expression. T1, T2, T3, T4, T5, T6</p>	<p>Can perform significant parts from memory and notation. Can lead others, take a solo part or provide rhythmic support. T1, T3, T4</p> <p>play and perform in solo and ensemble contexts. T1, T3, T4</p> <p>playing musical instruments with increasing accuracy, fluency, control and expression. T1, T3, T4</p>
<b><u>Creating and developing musical ideas, Composing skills</u></b>	<p>Can repeat short rhythmic and melodic patterns T2, T3</p>	<p>Can choose carefully and order sounds within simple structures such as beginning, middle and</p>	<p>Can improvise repeated patterns and combine several layers of sound with an awareness of the combined effect. T1</p>	<p>Can improvise repeated patterns and combine several layers of sound with an awareness of the combined effect. T3, T5</p>	<p>Can improvise melodic and rhythmic phrases as part of a group performance. T1</p>	<p>Can use a variety of notations and compose for different occasions using appropriate musical</p>

	<p>create and choose sounds in response to given starting points. T2, T3</p> <p>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. T2, T3</p>	<p>end and in response to given starting points. T6</p> <p>Can represent sounds with symbols. T6</p> <p>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. T6</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music. T1</p> <p>use and understand staff and other musical notations. T1</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music. T3, T5</p> <p>use and understand staff and other musical notations. T3, T5</p>	<p>compose by developing ideas within musical structures. T1</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music. T1</p> <p>use and understand staff and other musical notations. T1</p>	<p>devices such as melody. T1, T3</p> <p>rhythm, chords and structure. T1, T3</p> <p>Can improvise melodic and rhythmic material within given structures. T1, T3</p> <p>use and understand staff and other musical notations. T1, T3</p>
<p><b>Responding and reviewing</b></p> <p><b>Appraising skills</b></p>	<p>Can respond to different moods in music T1</p> <p>recognise well defined changes in sounds. T1</p> <p>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. T1</p>	<p>They improve their own work. T1</p> <p>Can recognise how musical elements can be used to create different moods and effects. T1</p> <p>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 T1</p>	<p>Can make improvements to their own work and comment on the effect. T1</p> <p>recognise how different musical elements are combined. T1</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music. T1</p>	<p>Can make improvements to their own work and comment on the effect. T3</p> <p>recognise how different musical elements are combined. T3</p> <p>listen with attention to detail and recall sounds with increasing aural memory. T3</p>	<p>Can describe compare and evaluate different kinds of music using appropriate vocabulary. T1</p> <p>Knows how music reflects different intentions. T1</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music. T1</p> <p>listen with attention to detail and recall sounds with increasing aural memory. T1</p>	<p>Can refine and improve own work. T1</p> <p>Can analyse and compare musical features. T1</p> <p>Knows how music reflects time and place. T1</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music. T1</p> <p>listen with attention to detail and recall sounds with increasing aural memory. T1</p>

Focus Instrument	Glockenspiel	Glockenspiel	Glockenspiel	Glockenspiel	Ukulele	Glockenspiel
Songs learnt	Rain rain go away, flow, flow, flow, Loaves of bread and pudding and pies, London's Burning, London 1666	Spider man, Continents song, Space song	We Will Rock You, Living (in the Stone Age), Like a Roman, Frere Jacques	Mamma Mia, Loki the Joker, Odin and the Creation, Read all about it, I like the Flowers	All things Bright & Beautiful, New York, Space Jam	Mr Parr Heart Song, Stone Cold Classic, Battle of Troy, Destruction, Swing Lo, I'm gonna sing, Oh when the Saints

Purpose of study - Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.