

BREDHURST CHURCH OF ENGLAND (VC) PRIMARY SCHOOL

MUSIC POLICY

March 2023

(Review Date: March 2026)



BREDHURST VISION

To learn and grow through the guidance and love of God

OUR MISSION STATEMENT

At Bredhurst CE Primary we value diversity and promote equality of opportunity for all.

Religious education should enable every child to flourish and live life in all its fullness. (John 10:10)

It will help educate for dignity and respect, encouraging all to live well together.

OUR VISION

Our Vision is inspired by Matthew 13 : 31-32, The Parable of the Mustard Seed

Jesus said, "What shall we say the kingdom of God is like, or what parable shall we use to describe it? 31 - It is like a mustard seed, which is the smallest of all seeds on earth. 32 - Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade."

The theology behind this parable is embedded across all our learning

OUR ETHOS

At Bredhurst, we aim to be proactive in helping each child to achieve the key elements to well-being in childhood and later life. These are:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well being

OUR CORE VALUES

The 'Spirit of Bredhurst' encompasses our core Christian values

- **S**elf control
- **P**erseverance
- **I**nclusion
- **R**espect
- **I**nspiration
- **T**rust

These are displayed in each classroom, the entrance, the hall and the playground and are referred to regularly in Worship and in class lessons.

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

MUSIC POLICY

RATIONALE

Music stimulates complex thinking, which requires high levels of precision. It demands commitment and imaginative decision making. It is a powerful medium for communication between people of different ages, cultures and social backgrounds.

The art of music is the aesthetic organisation of sound using the elements of rhythm, pitch, dynamics, timbre and texture, within a variety of structures.

There is evidence to show that musical skills are transferable, promoting high level intellectual and physical attainment and evoking profound emotional response.

Successful participation in music develops pupils' self esteem, confidence and learning skills. It is an effective medium for self-expression, engenders enjoyment, enhances co-operative working and promotes a sense of community.

AIMS

- to develop pupils' skills, knowledge and understanding in performing, composing, listening and appraising
- to develop pupils' understanding of how music can take a variety of forms and that music can reflect other times and places
- to develop pupils' independence, self-esteem, motivation, and empathy with others and the ability to work with them

OBJECTIVES

- to develop pupils' skills, knowledge and understanding in performing, composing, listening and appraising.
- to develop abilities to think musically through appropriate performing activities, and to read and use notation
- to develop abilities to visualise musical ideas, phrases and structures and to communicate them
- to enhance pupils' listening skills, awareness of musical structures and ability to understand and use technical vocabulary
- to develop pupils' understanding of how music can take a variety of forms and can reflect other times and places.
- to develop an understanding of a variety of musical forms and styles through performing and listening to choral and instrumental music
- to develop an informed appreciation of the context in which music was composed, performed and heard
- to develop pupils' independence, self-esteem, motivation, and empathy with others and the ability to work with them.

- to encourage pupils to express independent opinions and conceive ideas using listening skills, knowledge and understanding
- to develop pupils' interest, enjoyment, motivation and self-esteem through performing, creating, listening and talking about music
- to learn how to understand and communicate musical information as composer, performer and listener
- to develop an awareness of the importance of integrating composing, performing and listening

PRINCIPLES OF TEACHING AND LEARNING

We provide an integrated approach to teaching the two attainment targets. Emphasis is placed on practical involvement by all pupils in composing, performing, listening and appraising through whole class, small group, paired and individual activity. Teaching styles are selected to suit the chosen activity and the learning needs of the pupils. According to the task set, teachers:

- encourage, inspire, direct, let go
- observe, help, counsel, advise, instruct
- prepare, lead, appraise
- participate in and share musical experiences
- manage individual, paired, small group and whole class activity
- control and enhance learning environments
- make best use of all available resources.
- develop strengths and nurture gifts

The learning process for children will be active and co-operative, involving them in:

- decision making
- problem solving
- refining and rehearsing
- presenting
- evaluating
- responding with feeling
- making music with commitment, sensitivity and accuracy
- directing and following musical direction

DIFFERENTIATION AND SPECIAL NEEDS

The study of music engages pupils in a variety of planned activities matched to their age, stage, ability and any special needs. Through differentiation teachers allow for the different pace at which individuals progress within the activities of composing, performing, listening and appraising

and will recognise pupils' preferred learning styles. The aim is to give all pupils the maximum opportunity for success and to reach

their potential in the key areas of learning. In order to achieve this it is essential to be aware of and build on individuals' previous experiences and achievements in music within and beyond the school.

BREADTH AND BALANCE

We recognise the need to manage the wide range of skills and concepts to be taught. Music is studied from a variety of perspectives. We endeavour to keep a balance in creative, interpretative, aural, social, cultural and aesthetic teaching skills, concepts and perspectives throughout each key stage. The National Curriculum and the Music Express scheme provide pupils with a breadth of experience that enables a balanced range of skills to be developed and concepts understood. Repertoire will include music in a variety of styles from different times, places and cultures, and by well known composers and performers, past and present.

VARIETY

Pupils will be engaged in a range of listening activities starting from a variety of stimuli. Imitating and aural-response work, including vocal and instrumental improvising will lead to group, paired or individual composing activities and will be the predominant teaching and learning style. Emphasis will be placed upon children speculating on and drawing conclusions from what they hear.

Year 4 children receive twenty minutes free clarinet tuition a week in a small group for one year funded from the government's 'wider opportunities' scheme. The parents then have the opportunity to fund this privately if they wish to continue tuition for further years for their child.

There is also a thriving demand for private instrumental tuition from both Kent Music and a KCC licensed music teacher. Use of these lessons are strongly encouraged and facilitated by Bredhurst School. There is also a school orchestra that runs one lunchtime per week for a small termly charge and a choir that takes place after school.

RELEVANCE

Musical activity can start from singing games, songs of historical and cultural interest, music to celebrate a festival, collective performance, recorded or live performances or composing for a school or local event. A range and variety of musical activity and experience can be inherently relevant if appropriate teaching and learning approaches are adopted as outlined above.

CROSS- CURRICULAR SKILLS AND LINKS

Music makes a major contribution to the skills of:

- perception through aural discrimination
- memory development and analysing music
- numeracy skills through pattern and time relationships
- non-verbal communication skills through the medium of sound

- interpersonal skills through group and partner tasks
- decision making and problem solving skills through performing and composing
- physical and practical skills through manipulation of the voice and instruments
- creative and imaginative skills through expressing musical ideas and feelings
- independent learning through individual performing and composing

Music is a feature of our multi-faceted culture. It has the capacity to create an awareness of the positive and negative environmental impact of sound and can assist health education by enhancing quality of life through a sense of well-being.

Experiences in one curriculum area can stimulate and enrich work in another. Subject divisions define and clarify but they can be restrictive when related to the organisation of learning. Consequently, curriculum planning for music is linked to other areas of the curriculum where appropriate but includes independent subject based progression of skills and experiences.

PROMOTION OF SMSC THROUGH MUSIC:

Spiritual

Music is a very “pure” art form and can be invested with any number of changeable meanings and emotions. Music can lift us emotionally and even leave us spiritually refreshed. Children can also have their spirits lifted by making or listening to music.

Moral

Music itself does not have a moral dimension. Songs however, like stories, can occasionally provide a focus for discussing moral issues. In many different times and places, when people feel that they have been unjustly treated, someone has composed a song about the issue, enabling people in our time to re-live and re-evaluate their experience.

Social

A musical performance could be when one person performs a solo or when thousands of people are all performing as one. This makes it a powerful tool for bonding groups of people together, enabling them to empathise with one another and experience the same emotions. Groups of our children will frequently produce compositions which are more complex than the work of any one individual but every individual can still have a unique part to play.

Cultural

Music offers an insight into cultures, including our own. This is particularly noticeable when music is combined with words. Songs can be used as starting points for work in Geography, History or RE. For example, when singing sea shanties, the children are gaining an insight into the things those sailors thought and felt and the way in which they expressed those thoughts and feelings. Music is also a wonderful medium for multi- cultural learning. For many of the ethnic communities in the

UK, music is a major means not only of defining their own cultures, but also for gaining recognition.

EQUAL OPPORTUNITIES

All pupils regardless of race, gender, ability or social origins have an entitlement to experience, enjoy and express themselves in music through the school's curricular and extra-curricular provision. In order to realise this, teachers will guide individuals towards musical activities and experiences in which they can succeed. They will provide appropriate resources to meet pupils' needs and a range of relevant tasks to enable them to achieve through what they can do rather than fail.

HEALTH AND SAFETY

Pupils will be taught the correct and safe way to carry and use instruments and electrical equipment such as tape recorders and keyboards and to avoid injury to themselves or others. Instruments, which are blown, will be used by only one pupil. There are antiseptic wipes available to clean the instrument so that others can use them. Electrical safety will be assured wherever mains electricity is used, notably with computers, electronic keyboards and audio equipment. Trailing wires present a hazard and teachers will ensure that electronic equipment is used only adjacent to main power points. Annual electrical tests will be undertaken in line with school policy.

ASSESSMENT, RECORDING AND REPORTING

Opportunities for assessment are identified in the National Curriculum and the Music Express scheme. Assessment is ongoing. Evidence for recording and reporting is gained from teacher observation and questioning, pupil's self assessment and 'end results' such as scores and recordings of performances.

The annual report is a general statement based on recorded evidence and the extent to which the pupil has achieved the end of unit expectations.

Assessment is seen as integral to teaching and learning. Information about pupils' attainment will feed directly into the planning process in order to provide appropriately challenging work.

MANAGEMENT AND ADMINISTRATION

Teachers are responsible for teaching music to their class. Non-specialist support is available from the music subject leader who drafts policy documents and monitors provision. Consultation is central to the development of music within and beyond the curriculum.

Administration relating to the music curriculum, extra-curricular activities, instrumental lessons, public performances, visits to musical events and visits by musicians is the responsibility of the music co-ordinator.

RESOURCING

Budget allocation for music resources is set by the headteacher following the annual review of music and in light of the school development plan. It is also dependent on the 'wider

opportunities' funding available for KS2 instrumental tuition, now sourced through the Kent Music Hub.

REVIEW

The effectiveness of the music curriculum is evaluated in discussion with the Headteacher and the music subject leader. Resources, teaching and learning needs are identified and priorities for in-service training and support are established.

All pupils are offered the chance to demonstrate their musical talents in a special 'music morning' assembly each year, usually in July. This acts as a celebration of their musical achievements for the year.