

## **William Barnes Primary School Music Policy**

<b>Vision</b>		<b>Mission</b>
<ul style="list-style-type: none"> <li>*An inspirational, stimulating, and well-resourced environment</li> <li>*A safe and secure school at the heart of the community</li> <li>*Inquiry, independence, and enthusiasm for learning</li> </ul>	<ul style="list-style-type: none"> <li>*Preparing all children for life</li> <li>*A high-quality professional team</li> <li>*Taking pride in all our achievements</li> <li>*High standards of behaviour</li> </ul>	<b>Where every child counts</b>
<p><b>Excellent teaching gives children the life chances they deserve...Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged – but what excites and engages them best is truly excellent teaching. Education is for all, not the few. All children have the right to be the best they can be. We foster a love of learning and the development of the well-rounded child.</b></p>		
<p style="text-align: center;"><b>Preparing Children for Life</b></p> <p>We believe that we are preparing children for 21<sup>st</sup> Century life. We aim for them to be independent thinkers, confident learners and global citizens, equipped to live and work in and contribute to the global economy.</p>		
<p style="text-align: center;"><b><u>Aims and Objectives</u></b></p> <p style="text-align: center;"><u>At William Barnes Primary School, we believe that children deserve:</u></p> <ul style="list-style-type: none"> <li>• To be set appropriate and stimulating learning challenges</li> <li>• To be taught well and be given the opportunity to learn in ways that maximise the chances of success</li> <li>• To be given quality feedback which highlights successes and areas for improvement.</li> <li>• To have adults working with them to tackle the specific barriers to progress they face.</li> </ul> <p style="text-align: center;"><u>It is also our aim that:</u></p> <ul style="list-style-type: none"> <li>• Children develop a lasting love of all aspects of learning which will aid and enhance their further education and life.</li> </ul>		

- Children are given the opportunity to experience the widest variety of the written and spoken word possible - a vocabulary rich curriculum and school experience. This includes trips to pantomimes, art galleries and orchestral concerts.
- Children develop a healthy lifestyle this is supported by Active Learning, The Daily Mile, Wake and Shake and a robust healthy eating policy.

### Knowledge and Skills

As a school, we believe in the equal relationship between knowledge and skills in our curriculum.

We believe that:

- Knowledge can be declarative ( to know that ) or Procedural ( to know how ).
- Both these forms are important and that Declarative knowledge is turned into Procedural knowledge. through action and the act of applying.
- Skills can be Procedural knowledge as a result of the application of Declarative knowledge.
- Skills can be linked to dispositions and behaviours.

In short, skills often procedural knowledge and are linked intrinsically to declarative knowledge.

We prefer to see the debate laid out as:

Knowledge      Comprehension      Application      Evaluation

### Global Community

We aim to equip our children for living in, and contributing to, a secure, transformative and sustainable world.

### Parents

“For all children, the quality of the home learning environment is more important for intellectual and social development than parental occupation, education and income. What parents do is more important than who parents are.” (EPPE)

## INTENT

### **Vision and Mission**

Music is unique in the way it permeates our lives, and we endeavor to make the most of its joyful and stimulating presence. The music offered at William Barnes School reflects the rich multicultural society in which we live, and we invite pupils to take an active interest in all music and encourage them to become part of the music within the school.

Children listen to music regularly, discussing the sounds they hear, the instruments used, the meaning of lyrics and how the music makes them feel.

## Current Practice

### ***Teaching and Learning Overview***

Teaching is in line with the recommendations of the National Curriculum, with modifications in place, which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

### ***Aims and Objectives***

- To perform, both instrumentally and vocally, with pleasure and confidence.
- To understand the basic principles of music, including pitch, tempo, rhythm and timbre.
- To understand how instruments work and how best to play them.
- To begin to explore the notation of music.
- To understand how music is influenced by the time, place and purpose for which it was written.

## OVERVIEW

### How We Teach

#### Statement of Current Practice

Autumn			Spring		Summer	
EYFS	Counting songs <b>Music Express: Special People</b> Exploring beat and tempo	Christmas Nativity <b>Music Express: Happy New Year:</b> Exploring beat and tempo	<b>Music Express: Growth and Change</b> Exploring loud and quiet	<b>Music Express: Growth and Change</b> <b>Exploring</b> loud and quiet		<b>Music Express: Moving Patterns</b> Exploring structure
Year 1	<b>Music Express:</b> ME OURSELVES exploring sounds Our School :exploring sounds Our Bodies: (beat)	<b>Music Express:</b> ME STORYTIME: exploring sounds SINGING: songs for Christmas performance	<b>Music Express:</b> ME PATTERN: (metre/beat)  MACHINES: beat/tempo	<b>Music Express:</b> ME ANIMALS: pitch  NUMBER: Beat		<b>Music Express:</b> SEASONS: pitch WEATHER: Exploring sounds
						<b>Music Express:</b> TRAVEL: performan WATER: pitch

<b>Year 2</b>	<p><b>Music Express:</b> <b>Storytime: Exploring Sound.</b> Famous composers, develop their own ideas using voices and percussion.</p> <p><b>Travel: Performance</b> accompany a travelling song using voices and instruments. Listen to an orchestral piece and improvise their own descriptive music.</p>	<p><b>Music Express:</b> <b>Weather: Exploring Sounds</b> create a descriptive class composition using voices and instruments.</p> <p><b>Our Land: Exploring Sounds</b> explore timbre and texture</p> <p><b>Christmas Performance Songs</b></p>	<p><b>Music Express:</b> <b>Seasons: Pitch</b> Explore timbre and texture</p> <p><b>Toys: Beat</b> Control changing tempo</p>	<p><b>Music Express:</b> <b>Number: Beat</b> explore steady beat and rhythm patterns. Play beats and patterns and create their own.</p> <p><b>Pattern: Beat</b> Use simple notation to play, create and combine rhythms.</p>	<p><b>Music Express:</b> <b>Our bodies: Beat</b> Respond to music and play rhythm patterns on body percussion and instruments.</p> <p><b>Ourselves: Exploring Sounds</b> Create, notate and perform vocal sounds, building to a performance.</p>	<p><b>Music Express:</b> <b>Animals: Pitch</b> Develop understanding and recognition of changing pitch. Interpret pitch line notation using voices and tuned instruments</p> <p><b>Water: Pitch</b> Play a variety of pitch shapes, reading from scores, create a class composition</p>
<b>Year 3</b>	<b>Music Express:</b> Environment and Building Site	<b>Music Express:</b> Communication	<b>Music Express:</b> Human Body	<b>Music Express:</b> Ancient world and Food and Drink	<b>Music Express:</b> Singing and French	<b>Music Express:</b> Time and sound
<b>Year 4</b>	Dorset Music Service Learn to play brass instrument. Composition Dynamics Pitch	Dorset Music Service Learn to play brass instrument. Composition Dynamics Pitch	Music Express Recycling Structure links with art/DT	Music Express Building Beat Links with PSHE	Music Express Environment Composition Links to science  Also, music mash up	<b>School Production KS2</b> Singing in unison, melody, Tempo, Dynamics, performance
<b>Year 5</b>	<b>Music Express:</b> <b>Our Community</b> <b>History of performance</b>	<b>Music Express:</b> <b>Solar System</b> <b>Science</b> Listening	<b>Music Express:</b> <b>Life Cycles</b> Science, PSHE Structure	<b>Music Express:</b> <b>Keeping Healthy</b> Science, PE, PSHE Rhythm	<b>Music Express:</b> <b>At the Movies</b> English, composition	<b>School Production KS2</b> Singing in unison, melody, Tempo,

	Metre, conducting, writing lyrics, arrangements, improvisation, ostinato, "Jerusalem"	Dynamics, texture, music notation, Ostinato, whole tone scale, performing, "Planet Suite"	Singing in 2 or 3 parts, staff notation, accompaniment, composition, structure, pitch, "opera"	Tempo, scales, droves unison and 2 parts, Arrangement, accompaniment, syncopation, rhythm	Notation, sound effects, composing, tempo, phrase, melody, music in the movies, composing, score	Dynamics, performance
<b>Year 6</b>	<b>Music Express: World Unite</b> Step Dance performance Rhythm, melody, beat, syncopation, pitch and harmony	<b>Music Express: World Unite (continued)</b> Christmas Performance Singing skills	<b>Music Express: Growth</b> Street Dance performance Buskers and flash mobs. Explore Ravel's Bolero Rhythmical mine, learning songs with accompaniments	<b>Music Express: Roots</b> Mini Musical performance Music of West African origin. Traditional Songs, percussion rhythms.	<b>Music Express: Class Awards</b> Awards show performance Compose, record and perform. <b>Moving on</b> Performing songs	KS2 Performance Singing Skills

## IMPLEMENTATION

### Teaching and learning style

At William Barnes we believe that 'Every Child Counts' and this is reflected in our music lessons. Every pupil is encouraged to listen, to comment, to sing and to play as part of his or her everyday musical experiences. Music is offered as a stimulating and rewarding experience - something that can be enjoyed by everyone.

Scientific research show that singing is an effective way of raise endorphins level; simply put, singing makes us happy! We aim to sing whenever we can, and the pupils take part in a whole school singing session each week. Assembly time is also a listening opportunity, and the pupils are offered a wide range of musical styles to listen to and discuss. Years 1 to 6 take part in a daily Wake and Shake session, designed to stimulate brain activity with rhythm, the structure of music as well as cross lateral brain coordination.

As with all learning at William Barnes Primary we encourage a growth mindset. We appreciate that musical skills are like any other skills; they can be learned and require practice and encouragement in order to improve. Many of the activities offered within lessons will be open-ended and can have a

variety of responses, thus allowing for differentiation by outcome. Other activities may be specifically differentiated to allow for more particular abilities. Pupils are sometimes encouraged to make helpful assessment points after listening to their peers.

#### Additional music teaching

- In Year 4 pupils are provided with an opportunity to learn a stringed instrument, usually a violin. A teacher from outside the school comes in weekly to coach the whole class. Pupils showing a higher ability are then given further teaching to extend their skills. Year 4 pupils perform each term to the whole school and their parents.
- There is an active school choir, which regularly sings within the community at events such as High School concerts and Town Services (e.g. the Commonwealth Service). They also undertake a 'Christmas Tour', visiting several homes for the elderly within the town.
- William Barnes School is proud to host the annual Singing Day, for all year 4 pupils within the pyramid.
- The school actively encourages performing musicians to bring their instruments into school, so that pupils can see and hear expert performance and learn how instruments work.
- Whenever possible, some Key Stage 2 pupils attend the annual Schools' Performance put on by the Bournemouth Symphony Orchestra.

#### Music curriculum planning

Our school uses the national scheme of work for music as the basis for its curriculum planning. This is supported by a variety of published schemes (but mainly Music Express), which are adapted and extended to suit individual classes.

Teaching staff ensure that a balance of learning about pitch, timbre, rhythm, and pace are taught. Performing always forms the backbone of learning; we believe that playing music is the best way to experience it. Performances can be individual, in small or large groups and can be within lessons or to the whole school and can be of the pupils' own composition or taught pieces.

### Reading/Vocabulary/Oracy

We believe reading to be the very bedrock for learning. Reading development is considered at every learning opportunity and opportunities for developing the reading practice of children and parents are constantly being updated. We are constantly evaluating new and existing strategies for encouraging home reading.

Time is given to vocabulary development within all subjects and children are encouraged to question new vocabulary at any opportunity. As stated before, we run our own Oracy Project, which supports the catch-up process for young children with a vocabulary gap.

### Support

- The school is a member of the Dorset Music Hub and regularly the Music Leader receives updates and training.



- The Music Leader updates staff every term with any Music updates.
- The school is part of the musicianship programme.

## IMPACT Assessment

### **Summative Assessment**

*At the end of the academic year teachers report to the Music Leader if a child is:*

Working towards      Working at      Working beyond

### **Formative Assessment**

*Teachers use AfL strategies to monitor children's progress in lessons and over time. AFL strategies are embedded across the school.*

### **Monitoring and evaluation**

*The Music Leader will monitor delivery of the programme through observation and discussion with teaching staff to ensure consistent and coherent curriculum provision.*

*Evaluation of the programme's effectiveness will be conducted on the basis of:*

- *Pupil and teacher evaluation of the content and learning processes*
- *Staff meetings to review and share experience*

*The Curriculum Committee of the governing body monitors this policy on an annual basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification.*

**Multicultural/ Equal Opportunities**

*In accordance with our equal opportunities policy, all children regardless of race, gender or ability should have equal access to the music at William Barnes School.*

<b>Adopted date:</b>	Monday 3 <sup>rd</sup> July 2023
<b>Signature of Headteacher:</b>	Karen Wrixon
<b>Signature of Governing body:</b>	Chris Jones
<b>Next review date</b>	Summer 2024