WILLIAM BARNES PRIMARY SCHOOL

Music Subject Statement

Excellent teaching gives children the life chances they deserve; children learn better when they are engaged with their learning and we endeavour to achieve this through high-quality teaching.

At William Barnes Primary School, we aspire to foster a love of learning alongside the development of the well-rounded child.

Preparing Children for Life

We believe that we are preparing children for 21st 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.

At William Barnes Primary School, we believe that children deserve:

- A strong sense of belonging fostered through positive relationships.
- High-quality feedback that moves their learning forward.
- Appropriate support to overcome specific barriers that they may face.
- Opportunities to develop independence, creativity and problem-solving skills.
- A broad and balanced curriculum that equips them with essential digital knowledge and skills.
- A safe and supportive environment in which to explore technology and learn how to use it responsibly.
- Opportunities to question, evaluate and critically consider digital information.

Knowledge and Skills

As a school, we believe in the equal relationship between knowledge and skills in our curriculum. We recognise that children need to develop both declarative knowledge (knowing that) and procedural knowledge (knowing how to). Through practical application, regular practice and opportunities to evaluate their work, pupils develop the confidence and competence to use technology effectively and responsibly.

We aim to develop learning through the progression:

Knowledge → Comprehension → Application → Evaluation

This enables children to build secure foundations, apply their learning to increasingly complex tasks and develop the critical-thinking skills needed to navigate the digital world.

Intent

Vision and Mission

Music is unique in the way it permeates our lives, and we endeavour 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.

Music Curriculum

Our school uses the national curriculum for music as the basis for it's curriculum planning as well as supplementing with guidance from the Model Music Curriculum (March, 2021). We support our teaching with a variety of resources gathered from various published schemes (Music express, Charanga, Hampshire Music Service, Dorset Music Service), which are adapted and extended to suit individual classes. Teaching staff ensure that they deliver lessons based on the 7 fundamental musical dimensions (*pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations*), providing children with the opportunity each year to build on skills previously learned. Performance features heavily in our curriculum, 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. We believe that music should be easily accessible for all children, pupils with SEND can participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including the introduction of music technology.

Aims and Objectives

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs, speaking in rhythms and rhymes
- play tuned and untuned instruments
- listen and begin to understand a range of high-quality live and recorded music
- experiment with, create and combine sounds using the musical dimensions.

Key Stage 2

Children should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures. Reproduce sounds from aural memory and reading written notation. Pupils should be taught to:

- perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the musical dimensions
- listen and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- understand a wide range of high-quality live and recorded music drawn from different genres and from a variety of composers and musicians
- develop an understanding of the history of music.

Music Overview William Barnes Primary School 2026-27						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Charanga- **'All About Me'** Listening and responding to *different styles of music.Learning to sing or sing along with nursery rhymes and action songs. Embedding foundations of the interrelated dimensions of music.*	Nativity	Hampshire Music Service- **'Rosie walk'** **Music Dimensions:** Duration, Timbre	Hampshire Music Service- **'The Rainbow Fish'** **Music Dimensions:** Timbre	Charanga- **Big Bear Funk** *Embedding foundations of the interrelated dimensions of music using voices and instruments*	Charanga- **Reflect, Rewind and Replay** *Embedding foundations of the interrelated dimensions of music using voices and instruments* *Performing*
Year 1	**Little Red Riding Hood** - BBC music	Nativity	Charanga- **'Exploring sounds'**	Charanga- **'Learning to listen'**	Charanga- **'Having fun with improvisation'**	Singing unit-
Year 2	Singing unit	Nativity	Charanga- **'Inventing a musical story'**	Charanga- **'Recognising different sounds'**	Charanga- **'Exploring improvisation'**	Charanga- **'Our big concert'**
Year 3/4 Year A	Charanga- **'Hands Feet Heart'**- Glockenspiels (Y2) **Music Dimensions:** Playing and performing, Timbre	Hampshire Music Service- **'Anglo Saxons'** **Music Dimensions:** Duration, Dynamics, Tempo	Learning to play the recorder	Hampshire Music Service – River's journey **Music Dimensions:** Pitch and structure	BSO Body percussion and Singing	Learning Music For Leavers show
Year 3/4 Year B	Charanga- **'Writing down music'**	Hampshire Music Service- **'Christmas is Coming'** **Music Dimensions:** Pitch, Duration	Learning to play the recorder	Hampshire Music Service- **'In the hall of the mountain king'** **Music Dimensions:** Duration, Dynamics, Tempo	BSO Body percussion and Singing	Learning Music For Leavers show

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4/5 B	Hampshire Music Service- **Reading Rhythms** **Music Dimensions:** Duration	Hampshire Music Service-**Space** **Music Dimensions:** Timbre, texture structure	Charanga – Fresh Prince Of Bel-Air (Y5)	Hampshire Music Service- **'Map Rappers'** **Music Dimensions:** Duration, Structure	BSO Body percussion and Singing	Learning Music For Leavers show
Year 5/6 Year A	Hampshire Music Service- **'Short Ride in a Fast Machine'** **Music Dimensions:** Duration, Structure	Charanga- **'Glockenspiel Stage 2'**	Charanga- **'Women in Music'** (Free style – KS2 units of work)	Charanga- **'Creative Composition'**	BSO Body percussion and Singing	Learning Music For Leavers show
Year 5/6 Year B	Charanga – Make you feel my love (Y5)	Hampshire Music Service- Calypso Sparkle **Music Dimensions:** Duration, Pitch, Texture	Charanga – A New Year Carol (Y6) (Free style – KS2 units of work)	Hampshire Music Service- Amazing machines **Music Dimensions:** Pitch, duration	BSO Body percussion and Singing	Learning Music For Leavers show

The 7 Musical Dimensions are: Pitch, Duration, Dynamics, Tempo, Structure, Texture, Timbre.

Implementation

At William Barnes we believe that 'Every Child Counts' and this is reflected in our music lessons. 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 in their Key Stages. The whole school sings together at least once a term in a whole school singing assembly.
- Assembly time can also be a listening opportunity, and the pupils are offered a wide range of musical styles to listen to.
- Classes take part in *Stormbreak* activities which are designed to stimulate brain activity, promote good mental health and wellbeing, and finds healthy links to our bodies and minds. They are often accompanied by music, using it as a tool to stimulate various emotions or create a specific atmosphere.
- Music lessons are taught once a week. Some classes get the opportunity to work with Dorset Music Hub directly, such as learning the Ukelele for a half term under the direction of their specialist team.
- There is a school choir which meet once a week. They perform at a number of events throughout the year, going out into the community for the Christmas Lights Switch on, for example, as well as at fundraising events in school.
- Children can also sign up to a number of different peripatetic music lessons, currently available are piano, violin, guitar and RockSteady.

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 children with particular abilities.

Additional Musical Opportunities at William Barnes

At William Barnes we welcome and encourage opportunities to expose children to a number of different life experiences which we believe will leave a long-lasting positive effect.

Children in the **choir** will partake in a number of events across the school year. Christmas time is particularly busy; we have sung in the local town square, at church services and in the local schools' pyramid concert. At Easter time the choir sing in the whole school's in-house music performance, singing a few songs they have learnt accompanied by sign language and Makaton.

Over the course of the year various year groups will spend time learning a performance. KS1, and Reception, will perform a version of the Nativity. In the Spring term, Year 3/4 will share what they have learnt from the Hampshire Music Hub in their Ukelele lessons. At the end of the year, Year 6 showcase their end of school performance with the support of the rest of KS2 as their choir.

We are also very proud of our links with the community. The whole school will also go to the church and take part in a service celebrating the story of Jesus's birth, singing songs and sharing the Christmas message. Year 6 have also participated with other schools in a Forces musical event at Sherborne Abbey.

As well as all the opportunities we provide in school, we value the opportunities for children to attend musical experiences. For example; we have taken the children to a pantomime at the Poole Lighthouse Theatre and visited the Bournemouth Symphony Orchestra performing live. In the run-up to these experiences, the children are asked to learn several new songs, with accompanying Makaton signing, and body percussion. We learn this and are then able to perform this from the audience, along with listening to a variety of musical pieces performed by them. Experiences such as this are invaluable, they may change depending on availability and finances for that academic year.

Support

- The school is a member of the Dorset Music Hub. As part of this service, we have a strong support network of music specialists and have access to brilliant resources.
- The Music Leader updates staff every term with any music updates.
- The school is part of the musicianship programme.
- We are a Music Mark school which offers training for the Music Lead to attend.

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.