

Bridgewater Primary School

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BRIDGEWATER
PRIMARY SCHOOL

Music Policy

Written by Miss Cunliffe

Policy reviewed: April 2024

Bridgewater Primary School

Music Policy

Intent

In each year group, the teaching of music will be focussed on meeting the key knowledge and skills in performing, composing (including notation) and appraising. By the end of each year, it is expected that the majority of pupils will be 'on track to be at age related expectations' (target of 85%). It is expected that some pupils will be 'below age related expectations' and some will be 'above age related expectations' by the end of the year.

Strategy for implementation

Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding.

All pupils receive three (KS1) to four and half hours (KS2) of class-based musical activity per half term. A Music Education Hub Teacher provides discrete music lessons to all year groups throughout the year. The teaching and learning of music can be linked to history, geography and/or science teaching and learning. Possible links to music will be titled as 'Expressive Art Link' in the Focus Learning Challenge documents. For further details see the Creative Curriculum Policy. In a year group where the Music Education Hub teacher is not teaching, a Charanga unit should be taught. It is the responsibility of class teachers to provide information to the Music Education Hub Teacher, regarding music key knowledge and skills to be covered in lessons. A further responsibility of class teachers is to ensure that key knowledge and skills not covered during the specialist's music teaching, are covered during subsequent music lessons by the class teacher. In addition, children in Year 3 receive a weekly ukulele lesson taught by the Music Education Hub Teacher. Throughout the year, children in Year 2 learn to play the recorder.

Additional musical opportunities

Weekly after school choir and opportunities to take part in external performances.

Weekly after school ukulele lessons and opportunities to take part in performances.

Impact, assessment and recording

At the end of each term, teachers will assess their pupils against the National Curriculum expectations and the Music Key Knowledge and Skills document. Where music has been linked to learning in history, geography and/or science lessons, at the end of each topic teachers should make note of those pupils who achieve at, higher or less well than the expected level for their age. Pupils will be 'below age related expectations', 'on track to be at age related expectations' or 'above age related expectations'. Teachers can seek advice from the Music Education Hub Teacher when assessing their pupils.

Staffing

Music lessons are taught by class teachers or Richard Charles; the Music Education Hub Teacher.

Learning Resources

A range of tuned and un-tuned percussion instruments are available for use in music lessons and are kept in the store cupboard at the bottom of the Upper Key Stage 2 corridor.

Each class has access to the shared music on a networked computer.

Each class teacher has a log in for Charanga.

Class teachers have a log in for Sparkyard (Out of the Ark singing resource).

Early Years Foundation Stage has their own musical resources.

Health and Safety

Health and Safety awareness must form an integral part of the music curriculum and pupils' learning. Care must be taken when lifting and handling musical equipment to and from the music store to classrooms, when children in class are using the instruments and when using electrical equipment. When using instruments that are blown, cleaning must be completed after each child has finished using the instrument. As part of the music curriculum, children must be taught about safe practice with equipment and to recognise hazards and take appropriate action.

How the subject is monitored and evaluated

The Music Coordinator monitors and evaluates the intent, implementation and impact of the music curriculum in line with the school's monitoring timetable.

Review

This policy will be reviewed annually in line with the school's policy review programme. In light of this, policy amendments may be made.

SEND Adaptations for Music

Our curriculum for Music acknowledges that learners with additional needs are likely to have some difficulties in accessing the curriculum. These difficulties may act as barriers to learning with regard to making necessary connections and developing a skill based approach when studying Music. The learner may need support to remember previous experiences and link them to make sense out of a new one. When teaching Music at Bridgewater, planning is adapted to suit the needs of all children with a focus on Quality First Teaching.

Teaching is personalised and targeted including tasks, questioning and intervention in the lesson where needed. We use pre-teaching of vocabulary to help the children know and remember more to ensure all children are accessing the curriculum knowledge and skills needed for their year group. Teaching uses visual and practical resources to help understanding of new content and skills in Music. Teachers also carefully consider adaptations – see below.

SEND Adaptations for Music:

Cognition and Learning	
Barriers	Provision
Difficulties following or reading music. Retention of long pieces of music for performance.	<ul style="list-style-type: none">• Support with colour coding of notes or providing the written letter to assist with music reading.• Opportunities for overlearning and repetition.• Child provided with their own music to listen to in advance of the lesson or listen to at home. <p>NB Many children with learning difficulties are able to excel in Music and therefore need to be aware of individual profile of need.</p>
Communication and Interactions	

Barriers	Provision
Learning of new vocabulary/technical vocabulary.	<ul style="list-style-type: none"> • Explicit teaching of new and technical vocabulary. • New vocabulary displayed with visual aids, symbols, and demonstrations to illustrate the meaning. • Use recordings for children to demonstrate their knowledge, rather than explaining it. For example, can demonstrate and record change in volume or pitch rather than trying to explain it. • Carefully considered groupings/pairings.
Physical and Sensory	
Barriers	Provision
<p>Noise sensitivity – either through hearing aids or due to sensory processing difficulties.</p> <p>Access to the instruments.</p>	<ul style="list-style-type: none"> • Child to be prompted to adjust hearing aids/radio aid if applicable. • Ear defenders for children who will find the noise level difficult. • Warning of any loud or unexpected noises (clashing symbols etc.). • Consider pupil sensory audits and adaptations. • Access to adapted instruments (can be home-made adaptations to assist with grip etc.). • Use of technological musical solutions to overcome physical barriers. • Liaison with outside agencies regarding specialist support and appropriate noise levels for hearing impaired children.
Social Emotional and Mental Health	
Barriers	Provision
<p>Anxiety about new or different experiences or having to perform.</p> <p>Difficulty regulating behaviour or coping with others who are not regulating their behaviour in a noisy/busy environment.</p>	<ul style="list-style-type: none"> • Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions. • Opportunities to share their work in different ways, for example; behind scenes, pre-recorded, quieter areas of school. • Shared signals for stopping which are pre-agreed at the start of the lesson to provide security for the child. • Visual cards for child to show that they are feeling overwhelmed. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.

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Updated April 2024