



Broomhaugh Church of England First School

Music Policy



Purpose of study

1.1 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. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to better understand the world that they live in. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

As a Church School our promise is to make every child feel successful, happy, included, nurtured and enriched. As part of this vision and in order to meet the national curriculum for music we ensure that all children:

- develop progressive musical skill through concepts taught by listening, appraising, performing and composing.
- develop social skills through co-operation with others in the shared experience of music making.
- develop cultural capital through an understanding of musical traditions and developments in a variety of cultures.
- are motivated to enjoy and succeed in music

Aims

We aim to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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

Planning, Teaching and Assessment.

We perform singing daily as part of Worship as a whole school and in our classes. We learn a variety of new hymns and celebrate these through performances in school, Church and the local community. Teacher planning and delivery of music is supported by use the Charanga Schemes of Work, both to support non music specialists teaching music and to develop children's knowledge and understanding over time in a progressive and structured way. Strategies, progression documents and schemes of work encourage a secure and shared understanding of what effective music teaching, learning and assessment should entail. All staff use the same terminology so that learners develop a knowledge and understanding of the different ways they learn. Each class will have approximately 1 hour music lesson each week. The units are delivered as deemed appropriate by the class teacher - either as a weekly lesson or over a series of lessons on a selected week during the term.

Specialist ukulele tuition is implemented in Key Stage 1.

MUSIC in Early Years.

EYFS will also use the Charanga Scheme. In Reception the children will develop an appreciation and understanding of music. They will share experiences with others through singing, music making and listening to music. Children should sing new and familiar (simple) songs and rhymes in groups of different sizes, make and explore percussion instruments, listen to others singing.



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Resources

The subject leader is responsible for obtaining, organising and reviewing the music resources in school. There are musical instruments, including recorders, for each Key Stage in order to enhance the diversity and quality of lessons. Visiting musicians will be invited into school as appropriate and according to budget availability.

Subject Leader Role

Staff are provided with:

- 2014 NC overview and requirements
- Charanga Logins and access to the online units
- Assessment documentation (In EYFS Early learning goal)
- Progression of key skills document from EYFS – KS2
- staff development and individual support where requested
- resources, where requested, in order to deliver the curriculum efficiently and effectively

Charanga Units covered

Year group	Autumn		Spring		Summer	
Reception/EYFS	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Year 1/2 Cycle A	Hey You!	Rhythm In The Way We Walk & Banana Rap	In The Groove	Round & Round	Your Imagination	Reflect, Rewind & Replay
Year 1/2 Cycle B	Hands, Feet, Heart	Ho Ho Ho	I wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Year 3/4 Cycle A	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Glockenspiel Stage 2	Reflect, Rewind & Replay
Year 3/4 Cycle B	Mamma Mia	Binging Together Us	Stop!	Lean On Me	Blackbird	Reflect, Rewind & Replay

Reviewed– January 2024