Music Policy

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Ratified by Governing Board	
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Signed – Headteacher/ Chair of Governors	

Philosophy

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can also play an important part in helping children to feel part of a community. We provide opportunities for all children to compose, perform and enjoy music, and to develop the skills to critically appraise and appreciate a wide variety of musical forms, genres and styles.

Aims

Our aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures
- Know how music is made through a variety of instruments
- Know how music is composed and written down
- Know how music is influenced by the time, place and purpose for which it was written
- Learn and develop skills to play a variety of instruments
- Develop the interrelated skills of performing, composing and appreciating music.

Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

Learning Objectives

- To develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
- To communicate musical ideas to others.
- To improve instrumental and vocal techniques.
- To listen and appraise.
- To be able to sing and play in a variety of styles from memory.

Teaching and Learning

At Beacon Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the skills needed to play and perform using different instruments, listening to and evaluating high quality recordings and live performances as well as improving children's ability to sing songs from memory and in tune as part of a group or as a soloist. Through singing songs, children learn about the structure and organisation of the music and the social and historical events that influenced the style and genre. We teach them to listen, appreciate and evaluate different forms of music, and as the children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them both standard and non-standard notation and how to use these to create, compose and improvise their own music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (not all children complete all tasks)
- Providing resources of different complexity depending on the ability of the child;
- Using teaching assistants to support the work of individuals or groups of children.

Curriculum

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

Key stage 1

Pupils should be taught to:

- ✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ✓ Play tuned and untuned instruments musically.
- ✓ Listen with concentration and understanding to a range of high-quality live and recorded music.
- ✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils 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 and reproducing sounds from aural memory.

Pupils should be taught to:

- ✓ Play and 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 inter-related dimensions of music
- ✓ Listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- ✓ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

Every child from year 1 to 6 gets the opportunity to learn different instruments, perform as part of a group and as a soloist. The children are exposed to, listen and play a range of music from different genres, cultures and styles. Children from Year 1 to 6 have a weekly Music lesson taught by the Music Leader (specialist music teacher).

Instruments the children learn:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chime Bars	Glockenspiel	Recorder	Toot	Ukulele	Pbuzz / pCornet

Early Years

Early Years use the September 2021 revised Development matters/ Birth to 5 document to plan adult led lessons and independent learning activities for the children to access through play and continuous provision for music. The different aspects of the Music are encompassed within Expressive Arts and Design in the Foundation Stage Curriculum, however elements can also be found in other areas of learning (Physical development and Communication and Language).

There are many opportunities for the teaching and learning of music within the Early Years, particularly within creative development. Pupils are taught to:

- **Pre-school: 2-3 years**
  - ✓ Explore their voices and enjoy making sounds.
  - ✓ Join in with songs and rhymes, making some sounds.
  - ✓ Explore a range of sound-makers and instruments and play them in different ways.
  - ✓ Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

- **Nursery: 3-4 years**
  - ✓ Listen with increased attention to sounds.
  - ✓ Remember and sing entire songs.
  - ✓ Sing the pitch of a tone sung by another person ('pitch match').
  - ✓ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
  - ✓ Create their own songs, or improvise a song around one they know.
  - ✓ Play instruments with increasing control to express their feelings and ideas.
- **Reception**
  - ✓ Listen attentively, move to and talk about music, expressing their feelings and responses
  - ✓ Explore and engage in music making and dance, performing solo or in groups.
  - ✓ Sing in a group or on their own, increasingly matching the pitch and following the melody.

The musical aspects of the children's work is progressive, with the aim to be achieving the Early Learning Goal by the end of Reception. From Pre-School through to Reception, the children follow the objectives set out by Development Matters, to ensure the foundations of music are solid and ready to be build upon as the children move through the academy. Music contributes to a child's personal and social development. The children spend time listening to music from different genres and cultures, singing songs linked to areas of the curriculum, special days and festivals, as well as fostering their creativity by composing their own music to perform. The children in Nursery and Reception also have to opportunity to join in with whole academy singing and performances.

Children in early years have also have access to a high quality discrete weekly Music session taught by the Music Leader (specialist music teacher). Nursery have a dedicated, weekly music lesson lasting from 30-45 minutes taught as a whole class with adult support. Reception classes receive a 30-45 minute music lesson, which is supported by the class teacher/ teaching assistant.

Homework Projects

Every year group from Year 1- 6 will have a Music project linked to their current topic to develop curiosity for a particular area of Music. These homework projects are celebrated in the academy and photographs are recorded in the class books.

Cross-Curricular Links

Music at Beacon Academy, as well as making its own distinctive contribution to the academy curriculum, also helps to develop skills in other areas such as:

- **English**

Music contributes significantly to the teaching of English by actively promoting the skills of speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books, and develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in the trust children develop their ability to communicate ideas effectively.

- **Mathematics**

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

- **Relationships, Sex and Health Education (RSHE) and Citizenship**

Music contributes significantly to the teaching of relationships, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence and maintaining good mental health. Participation in successful public musical performances is sometimes one of the most memorable things young people do at the academy.

- **Spiritual, moral, social and cultural development**

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Every year, each class takes part in 'International Week'. The children from each year group will learn and focus on a specific country. During this week, each class will have a different composer and style of music to focus on as well as learning about instruments and sounds specific to that style. They will also discuss what the music was used for and how it makes them feel. This will be evidenced on a page in the class big book.

Assessment and Recording

Teacher assessment is incorporated into termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Evidence may be in big books, on display and as audio/visual recordings of performances and group work.

Records of progress in Music:

- At the end of each half term, a project sheet will be produced with an overview of the learning, QR codes linked to audio/video, key words and pupil voice.
- Before each topic begins, the children will complete a prior learning **discussion** to demonstrate the knowledge that they have retained in previous years around topics that are relevant to their new one.
- Homework Projects are celebrated in the Year group book.

Music enrichments

Beacon Radio

Weekly radio shows are planned and presented by children in various year groups. They are tasked with researching the daily news, weather, events, artist of the week and choosing a range of music to play. The children then independently host their radio show during lunchtime which is broadcast throughout the academy areas and playgrounds.

Each week, we have an artist of the week focus which could be a band/group or solo act that is featured as part of our radio broadcasts. A fact file is displayed outside the radio station and the radio hosts discuss a range of facts relating to that week's artist before playing a song by them. On days when there isn't a full radio show, an artist of the week playlist is broadcast during the lunch break.

During the weekly values assembly, the class/classes with the highest attendance is also announced. They get to choose the genre of music / artist that is played while they enter and leave the academy at the start and end of the day. This exposes the children to a range of genres and styles of music across the year.

Paid music tuition

Children in years 2-6 are offered weekly music tuition taught by specialist music teachers from within school. Lessons are on the piano, guitar or drums and are taught in small groups. The children have opportunities to perform in concerts to their parents as well as taking part in our academy and trust events such as Lighthouse Got Talent. Children in Care (CIC) are also offered music lessons funded through their Personal Education Plans (PEP)

Performances and Extra-Curricular Activities

In the Autumn Term, children from years 3, 4, 5 and 6 will be given the chance to perform any talent they have in "Beacons Got Talent". This will be supported by teaching staff and parents will be invited to performances.

Throughout the year, children will be given the opportunity to showcase their instrumental and ensemble pieces in dedicated performances in front of parents and the academy. Singing will be showcased through class assemblies, special assemblies and in singing festivals organised by Walsall Music Education Service (WMES)

As part of the Lighthouse Trust, the children also have the opportunity to take part in the music quizzes, choir concerts and Lighthouse Got Talent held at various points during the year in venues across the area.

Each Christmas, Nursery and Reception will perform a nativity production where the children will have an opportunity to showcase acting, singing and dancing skills to an audience of parents, children and staff.

Throughout the year, the academy choir will be given the opportunity to take part in various performances such as performing in at Walsall Manor Hospital, Young Voices and singing festivals organised by Forest Arts.

In the summer term, children from across the whole school will take part in a summer showcase that will have a different theme each year (Disney, musicals, pop, and rock). Each class will be given different songs and dialogue that will then be combined together to form a large-scale performance. The class will have to produce costumes, learn lines and work on performance technique to build up to performing in front of parents and staff of Beacon Academy.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of our commitment to equality. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted and Talented, EAL and children identified with a Special Educational Need (SEN).

Children learning in both 'Rubies' and 'Emeralds' have a dedicated music slot every week lead by the music specialist where sessions are tailored based on the needs and abilities of each child.

Role of the Music coordinator

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the Academy.
- To update and administer music curriculum across the academy.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended to SLT.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the academy policy as required (outlining the aims, objectives and philosophy involved in music)
- To organise concerts for children to attend and organise concerts and workshops for children. Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
- Represent the academy at external meetings and events in relation to music

Health and Safety

- Instruments are put away carefully after each session unless on display or in use the music room.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the Music coordinator.

The Music coordinator has specially-allocated, regular management time in order to review evidence of the children's work, update assessments, review action plans, speak to pupils about their views on music.

The curriculum coordinator will undertake lesson observations of Music teaching across the academy to monitor the quality of teaching and learning and progress and attainment in Music.

This policy is monitored by the Governing Board and will be reviewed in two years, or earlier if necessary.