



BENGEWORTH CE ACADEMY

MUSIC POLICY

2022-2023

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Bengeworth
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

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STATEMENT OF INTENT

Curriculum Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

We have taken great care to design our curriculum to achieve our vision and ensure that our values underpin it. We aim to ensure that the curriculum is exciting and challenging and reflects and nurtures children's interests and needs and celebrates the many successes of our children. Links between subjects are made to ensure there is an engaging and relevant context within which to learn and topics are used as the driving forces for each half term/term's focus. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching the vital life skills children need in order to be safe and happy in and out of school.

Subject Intent

It is our responsibility as educators to offer each child the opportunity to participate in active music-making both through playing and singing, in groups and individually, and to establish foundations whereby music may become a recreation for later life.

At Bengeworth, our intent is that children gain a firm understanding of what music is through listening, describing, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the early years foundation stage' 2021
- DfE 'Music' programmes of study: Key Stages 1 and 2' 2013

Linked Policies

Worship and Spirituality Policy

IMPLEMENTATION

Early Years' Foundation Stage (EYFS)

Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs

Physical Development

- Combine different movements with ease and fluency

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

ELG (Expressive Arts and Design/Being Imaginative and Expressive)

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1 – Music

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 – Music

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.

ROLES AND RESPONSIBILITIES

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subjects.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of Art providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subjects to all teaching staff and the senior leadership team (SLT), as appropriate.
- Providing staff members with appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Collating assessment data and setting new priorities for the development of Music in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' Music skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this to parents on an annual basis.
- Reporting any concerns regarding the teaching of the subjects to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subjects.

The Inclusion Lead is responsible for:

- Liaising with the subject leader in order to implement and develop specialist Music-based learning throughout the school.
- Organising and providing training for staff regarding the curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of Music objectives in pupils' individual education plans.
- Advising staff on the use of CSPs in order to meet pupils' needs.

IMPACT

Equal Opportunities

- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the Art and Design curriculum is differentiated for these pupils.
- The planning and organising of teaching strategies for each subject will be reviewed on a **termly** basis by the **subject leader** to ensure no pupil is at a disadvantage.
- The school aims to maximise the use and benefits of Music as one of many resources to enable all pupils to achieve their full potential.

Teaching and Learning

The school uses a variety of teaching and learning styles in Music lessons. The main aim of these lessons is to develop pupils' knowledge, skills and understanding.

The following skills are key to development, and we promote these through our creative, broad and balanced curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.
- Mastery of key knowledge, understanding and skills within a coherent, broad and balanced curriculum
- Global, Social, Health, Environmental, Entrepreneurial, Spiritual, Moral, Social and Cultural awareness and understanding.
- Deeper level Thinking and Learning Skills.
- Meaning and purpose to children in the here and now, and prepare them for the next phase of their education and for their future.
- Widening of horizons and raising aspirations about the world of work and further education through increased Cultural Capital.
- Recognition that personal development is essential to wellbeing and success.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising SPs to ensure that pupils are effectively supported.

Musical Instrument Tuition

Musical instrument tuition is given by Severn Arts music service via peripatetic teachers and is available for pupils in Year 2 upwards, for the following instruments: flute, guitar, clarinet, trumpet, violin, drums and vocal.

Children receive lessons on a weekly basis, either individually or in small groups and are given opportunity to perform to the rest of the school. All musical instrument teachers work closely with the school by providing support for extra-curricular activities, such as concerts and the development of small instrumental groups.

Planning

- **Curriculum Overviews** are used to outline the learning journey of each year group over the year which identifies key texts, topics, learning objectives, enterprise opportunities, trips and visits and shows how skills and knowledge will be built upon from the previous year whilst providing an engaging and broad curriculum for the year.
- **Progression Documents and Medium-term overviews** give clear guidance on the skills and knowledge that we are developing within each topic/subject, showing progression from the previous year. Regular reviews take place every term.
- **Short term weekly planning journals** are then used to map the journey within each week of the children's learning outlining key learning objectives, activities and opportunities.

Assessment and Reporting

- Pupils will be assessed and their progression recorded in line with the school's **Assessment Policy**.
- In Reception the EYFS profile will be completed for each pupil in the final term. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum.
- Throughout the year, teachers will plan in accordance with the Foundation Subject Assessments and use this in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work and performances with them
- Assessing work and performances against the learning objectives
- Pupils' self-evaluation of their work and performances

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Parents will be provided with a written report about their child's progress during the **Summer** term every year. This will include information on pupils' attitudes towards Music, understanding of methods, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at Parents' Evening during the **Autumn** and **Spring** terms.

The progress of pupils with SEND will be monitored by the **Inclusion Lead and Class Teacher**.

Children will be assessed against 4 key areas within the Music curriculum. These are: composition, transcription, performing and describing. Evidence of each of these skill areas being delivered will be accessible via an online Google Drive Folder which the subject leader will monitor regularly.

Resources and Equipment

- The school has a selection of centrally-stored materials, tools and equipment to ensure that all pupils have access to the necessary resources.
- The school library contains an array of resources and topic books to support pupils' research.
- At the **start of every school year**, the **subject leader** will conduct an audit of the school's Music resources to ensure there is sufficient equipment for pupils. This will be shared with the Head of School and funds will be allocated where necessary.
- The musical program 'Charanga' is used by teachers to support the teacher of music throughout the school.

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher
- Any changes made to this policy will be communicated to all members of staff.
- All members of staff directly involved with the teaching of Music are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023**.

APPENDICES TO SUPPORT SUBJECT AREA INCLUDING RESOURCES

Appendix 1: Musical Notation

REST NAME	REST SYMBOL	REST LENGTH	NOTE SYMBOL
Whole Note (<i>Semi-breve</i>)		4 beats	
Half Note (<i>Minim</i>)		2 beats	
Quarter Note (<i>Crotchet</i>)		1 beat	
8th Note (<i>Quaver</i>)		1/2 beat	
16th Note (<i>Semiquaver</i>)		1/4 beat	
32nd Note (<i>Demisemiquaver</i>)		1/8 beat	

Appendix 2: Music Terminology - dynamics

	Staff: 5 horizontal lines and 4 spaces		Half Rest: pause equal in time to half note		Tie: to be played as one note		Forte: loud, powerful
	G Clef or Treble Clef		Quarter Note: one-quarter value of whole note		Triplet: played in time of two notes of same value		Fortissimo: very loud
	Measure: space between 2 adjacent bars		Dotted Quarter Note: dot increases length of note by one-half		Slur: transition should be smooth		Mezzo-Forte: moderately loud
	Letters of lines of Treble Clef		Quarter Rest: pause equal to quarter note		Staccato: distinct, disconnected		First Ending: repeat and take second ending
	Letters of spaces of Treble Clef		Eight Note: one-eighth value of whole note		Legato: very smooth and connected		In Time: return to regular tempo
	F Clef or Bass Clef		Eight Rest: pause equal to eight note		Accent: emphasize by stress or touch		Ritardando: gradually slower
	Letters of lines of Bass Clef		Sixteenth Note: one-sixteenth value of whole note		Four-Four Time: four quarter notes to a measure		Da Capo: repeat from the beginning
	Letters of spaces of Bass Clef		Sixteenth Rest: pause equal to sixteenth note		Common Time: same as four-four time		Crescendo: increasing in loudness
	Double Bar: end of a section or piece		Sharp: raises note one-half tone		Six-Eight Time: six eighths notes to a measure		Diminuendo: diminishing gradually in loudness
	Repeat: a section to be repeated		Double Sharp: raises note one full tone		Piano: soft		Dal Segno: repeat from the sign :S
	Whole Note: longest note in use		Natural: cancels effect of sharp or flat		Pianissimo: very soft		Grand Staff: Treble and Bass Clefs
	Whole Rest: pause equal in value to whole note		Flat: lowers note one-half tone		Mezzo-Piano: moderately soft	Key Sheet For Hayes* Music Symbols	
	Half Note: half the time of whole note		Double Flat: lowers note one full tone			©Copyright, 1994, Hayes School Publishing Co., Inc., Wilkinsburg, PA	

dynamics		
Term:	Symbol:	Effect:
piano	<i>p</i>	soft
pianissimo	<i>pp</i>	very soft
mezzo piano	<i>mp</i>	slightly soft
forte	<i>f</i>	loud
fortissimo	<i>ff</i>	very loud
mezzo forte	<i>mf</i>	slightly loud
fortepiano	<i>fp</i>	loud then soft
sforzando	<i>sfz</i>	sudden accent
crescendo		gradually louder
diminuendo		gradually softer

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Appendix 3: Glossary of vocabulary

Accompaniment- The underlying sounds used to support a melody line

Arrangement- A new version of an existing piece of music

Beat/pulse- Beat and pulse are used synonymously to refer to the regular heartbeat of the music – the ‘steady beat’

Body percussion- Sounds which can be made using parts of the body, eg clapping, tapping knees, etc.

Call and response- A style of music in which a leader sings or plays a short melody (the call) and a chorus of singers/players respond with an answering short melody (the response)

Chord- Two or more notes played at the same time

Conductor- The person elected to lead a group of singers or instrumentalists

Crescendo - Getting louder

Dimensions/elements- The inter-related building blocks of music (formerly referred to in the English National Curriculum as elements): duration, dynamics, pitch, structure, tempo, texture, and timbre (see definitions)

Dot notation - A simple form of Western staff notation. Dots are placed in height and distance relation to each other to indicate pitch and duration

Duet - A song or piece of music for two parts of equal importance

Duration - The word used in music to refer to the length of a sound or silence

Dynamics/volume- The loudness of the music, usually described in terms of loud/quiet

Glissando - A slide up or down from one musical note to another, in the manner of a rapid, sliding scale

Graphic notation - A form of notation in which the composer freely invents symbols which give an impression of sound

Graphic score - A score in which musical intention is recorded by means of graphic symbols

Improvisation - A piece of music which is created spontaneously

Major - One of the most common types of eight-note musical scale. Often described as having a happy sound (see also Minor)

Melody - A tune

Metre - The grouping of beats into twos, threes, fours, etc, for instance in waltz music the beats are grouped in threes, whereas in march music they are grouped in twos or fours

Minor - One of the most common types of eight-note musical scale. Often described as having a sad sound (see also Major)

Notations - Ways of writing music down – examples include graphic notation and staff notation

Ostinato - A short rhythmic or melodic pattern which is repeated over and over

Pitch- Refers to the complete range of sounds in a piece of music from the lowest to the highest

Pizzicato - The technique of playing a string instrument, eg violin, by plucking the strings rather than playing them with the bow

Rest- A silence

Rhythm -Patterns of long and short sounds played within a steady beat

Rhythmical - Music which is underpinned by a steady beat

Score - A written representation of music designed to record a composer's intention

Solo - A piece of music for one singer or instrumentalist

Symbol- Any written representation of a sound

Tempo (plural tempi) - The speed at which music is performed, usually described in terms of fast/slow

Timbre - All instruments, including voices, have a particular sound quality which is referred to as timbre, eg squeaky

Tuned percussion- Percussion instruments which make sounds with a defined pitch, eg glockenspiel

Untuned percussion - Percussion instruments which make sounds of indefinite pitch, eg hand drum

Bengeworth

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Bengeworth Multi Academy Trust

King's Road, Evesham, WR11 3EU

office@bengeworth.worcs.sch.uk

www.bengeworthtrust.co.uk

Company Registration Number: 08943457

UID: 16942

UKPRN: 10060770

