



Brockwell Junior School

Music Policy



Summer 2021

The power of music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. Music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Model Curriculum 2021

Definition

"Music is a universal language that embodies one of the highest forms of creativity. A high 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."

Primary National Curriculum 2014

Introduction

At Brockwell Junior School, Music is viewed as an opportunity for children to express themselves and their feelings through the use of voice and instruments. Our Music curriculum aims to give every child the opportunity to sing, listen, compose and perform. They explore, play and learn a range of musical instruments as well as developing their use of voice and rhythm.

The policy reflects the schools underpinning motto of 'Safe, Smile, Succeed' providing experiences that children enjoy and succeed in. It provides a framework and a set of skills which all teaching staff can use to seek guidance on planning, teaching and assessing Music.

Aims

The aims of Brockwell Junior School ensure that all children:

- ❖ To develop musicianship through singing, listening, composing and performing during instrumental and vocal performances.
- ❖ In Years 3, 4, 5 and 6 each class has the opportunity to engage with a whole-class instrumental programme / ensemble lasting a minimum of ten weeks (15 weeks in Y6). This is supported by teachers from the local Music Education Hub.
- ❖ To have access to both rhythmic and melodic instruments as part of the whole-class instrumental programme or Sing & Perform sessions and/or in other classroom teaching.
- ❖ Have equal opportunities to access musical lessons (both in class and privately) regardless of gender, age, race, ability, income or level of prior attainment.

Teaching objectives

The following objectives state what should be taught during each key stage. These have been taken from the National Curriculum 2014. For individual year groups please refer to the Brockwell Junior School Progression Map.

Key stage two: 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.

- ❖ 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.

During Key Stage Two pupils' objectives include (Model Music Curriculum 2021):

- To develop their love of music, refining their individual taste and gaining confidence to be creative musicians with strong aural skills.
- To encounter music by living composers and see composition as a current art form.
- To internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening.
- To create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures to prepare for Key Stage 3.
- To be introduced to notation, initially using graphic score, but moving on to staff notation.
- To build musical confidence through active engagement with music as performers, music-creators and audience.
- To be 'doing music' as much as possible, including performing their compositions and improvisations both in their class and wider school audiences, at least once a term.
- To have the opportunity to hear high-quality live performances, either within school or in local concert settings.
- To further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles.
- To explore the history of music in a variety of ways (placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections).

The first table below sets out indicative musical features (elements) that give language to concepts that pupils have understanding of in sound. Pupils will have experienced them unconsciously in many contexts before, building on their work at Key Stage 1, and their holistic musical experiences across Key Stage 2 will naturally be far wider than this. The second table sets out their progression in knowledge of the constituent parts of musical notation.

	Year 3	Year 4	Year 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

	Year 3	Year 4	Year 5&6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves		✓	
Semiquavers		✓	
Rests	✓		✓
Time signatures 2/4, 3/4 and 4/4		✓	
Fast (<i>allegro</i>), slow (<i>adagio</i>)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)	✓		✓
Staff, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do–so Range of a 5th	✓ do–do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)	✓		✓

Teaching and Learning Strategies

At Brockwell Junior School, it is our aim to teach children to learn through valuable experiences, which are both relatable to them and the world around them. In order to do this, we aim to give the children a wide range of opportunities to learn about Music. These opportunities include: Weekly 'Music of the Week', BBC Ten Pieces, Expert tuition from The Music Education Hub and onsite expert musician, teacher prepared materials and planning, enrichment opportunities such as Young Voices and visiting musicians, and a variety of learning environments (i.e. using the outdoor space/trailblazers/singing assemblies).

The teaching of Music should be used as a tool to develop the children's love of the arts, their confidence and their self-esteem so that they can express themselves in a variety of ways.

Lessons will be carefully planned and organised to ensure that the children are guided through a valuable learning experience. These lessons should include the use of modelling and demonstrations (where appropriate) to ensure that children have the opportunities to work individually, in pairs or as part of a small group.

During these sessions, children should also be given the opportunity to self and peer assess their own work and that of others. This should also be carefully modelled to ensure that the children get the most out of their reflections without feeling disheartened.

Use of apps on the ipads and Seesaw provide opportunities to use IT to develop and record music for reflection and assessment.

Differentiation

The Music curriculum should be delivered in a way which ensures all children are able to access, appreciate and develop their skills within it. It is recognised that all children learn at different rates and therefore the need of differentiation within this subject is vital. This can be achieved through changing the way in which we ask children questions, providing adult support to ensure that all children achieve the same goal/skill or through the use of technology (Garage band). All children should be given the opportunity to work with a variety of children to support their progress.

Resources

- At Brockwell Junior School, we have a range of musical instruments found in the music stores which is located at the side of the hall.
- Instruments for all year group ensembles are provided through the Music Education Hub.
- School recorders are available for Year 3 when allocated to the annual provision.
- BBC Ten Pieces includes detailed lesson plans, presentations, audio clips and video.
- Songs are selected from Sing Up, Young Voices (past and present), Out of the Ark or allocated from the model curriculum suggestions.
- In addition to this, there is also a variety of private music lessons available to the children to take part in. Should the children wish to partake in a private music lesson please contact enquiries@brockwell-jun.derbyshire.sch.uk.

Organisation

- Each class has a ten or fifteen-week programme of instrumental / ensemble tuition from the Music Education Hub.
- Each class has a 7 to 10-week programme with our resident musician accessing the Sing & Perform ensembles.
- Music of the Week (MOTW) is used to listen and respond to a wide range of artists and genres and often uses BBC Ten Pieces and songs from the model curriculum repertoire.
- Each class has a sequence of sessions using either KS2 BBC Compose or Ten Pieces to listen, respond and compose music in addition to learning about artists and composers within the history of music timeline.
- Each week an assembly focuses on singing -

Warm ups will help pupils use their voices safely. These typically include vocalising, sirening and simple scales, as well as games to energise pupils.

Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.

Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.

Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.

Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.

Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.

Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

The role of the coordinator

- ❖ Produce the Music Policy and Progression Map to meet the statutory requirements for each year group.
- ❖ Provide advice or possible CPD opportunities to teachers.
- ❖ Liaise with the Music Hub and manage the budget to champion Music at Brockwell.
- ❖ Attend relevant courses and feedback any new information/ideas to staff.
- ❖ Keep an up-to-date file of who attends private music lessons (recorded on year group MTPs).
- ❖ Consider enrichment activities and opportunities to develop cultural capital.
- ❖ Monitor the standards of Teaching and Learning of Music.

The role of the class teacher

- ❖ Further develop medium term plans (MTP) using the statutory requirements
- ❖ Ensure the key skills are being taught in lessons and that these are demonstrated within the learning intentions for the lesson.
- ❖ Seek coaching or CPD from staff within school or through the Music Education Hub if required.
- ❖ Evaluate MTP and make amendments where necessary.

- ❖ Showcase musical achievement during end of programme assemblies.
- ❖ Assess pupils and record on track and within Seesaw subject folders.
- ❖ Encourage and provide opportunities for ALL children to learn a musical instrument.

Health and Safety

All staff members are responsible for ensuring that Music is taught in a healthy manor and safe environment:

- ❖ Activities, which involve the use of instruments, should be demonstrated to the children at the start of each session, regardless of their ability or stage.
- ❖ Where musical instruments are used, these will be sanitised after use and placed back correctly.
Children should be taught the safe way to pack their instrument away.
- ❖ These instruments should be checked by a teacher/teaching assistant as they are put away.

Review

Policy reviewed 26 05 2021

Review date June 2022