



Bathampton Primary School Music Policy

Aims:

At Bathampton Primary School, we believe music provides all children with a rich source of cultural, emotional and personal pleasure, stimulating creativity and discovery as well as developing an aesthetic awareness. The experiential nature of music should enable children to develop musical skills for life through increased confidence, self esteem and self discipline.

Knowledge, skills and attitudes:

We want to provide children with opportunities to:

- Enjoy their music making
- Be able to sing and play instruments alone and with others
- Express themselves and develop their creativity
- Gain confidence
- Listen to a wide variety of music
- Gain insights into music from other periods and cultures
- Talk about music, using appropriate musical vocabulary, developing their own opinions and valuing that of others
- Develop an understanding of the core elements of music
- Make a contribution to the aesthetic life of the school

Methods of organising teaching and learning:

- With the exception of the Foundation Stage, music is mainly taught as a discrete subject with links made to topics, literacy or mathematics, when appropriate.
- During every two terms, (i.e. Autumn, Terms 1 & 2) there is a focus on one of the units in the Charanga Programme. Each of these covers: listening and appraising; singing; musical games covering all the interrelated dimensions of music; playing instruments; improvisation and composition.
- The Foundation Stage is based on the areas of learning for personal, social and emotional development, (ELGs) but it also touches on other areas of learning.
- Major festivals throughout the year are also celebrated e.g. Christmas, Harvest etc.
- Engagement in the Wider Opportunities Programmes for KS2 pupils.
- There is an emphasis on aural development and practical music making.

Progression:

- We expect pupils to develop the ability to explore musical ideas independently.
- We extend more able pupils when appropriate.

- We encourage pupils to develop their own opinions about music and use musical vocabulary as they move through the school.

Assessment, recording and reporting:

We believe that assessment helps to maintain a clear focus on children's musical progression.

- We assess informally by observation through tasks based on performing, composing, listening and appraising activities linked to the termly unit.
- A more structured assessment is carried out three times a year, at the end of terms two, four and six. Observations are made on children who have exceeded or who have not yet reached the expected age-related targets identified. Such observations are recorded minimally onto medium term plans and are used to inform comments for the end-of-year reports in addition to being passed on to successive receiving class teachers.
- Instrumental teachers observe and log progress and liaise regularly with the Music Subject Leader. They provide the school and parents with a written report at the end of each school year.

Resources:

Charanga Music School – an online resource paid for on an annual basis, subsidised by the BANES Music Hub

A wide range of tuned and untuned percussion instruments

Specialist Instrumental Teachers

Cellos and violins

Music stands

Health and safety:

Children are encouraged to care for musical instruments and stands at all times, knowing how to hold and play them correctly. Care is also exercised when using IT equipment for musical activities.

Music and ICT:

Children use the online music programme, Charanga, to listen to and appraise music, and also to help improvise, compose perform and share. They also use ICT to research, listen to and record their music.

Gifted & talented:

Children who show an aptitude for music are encouraged to learn an instrument either at school or outside of school. They are also encouraged to participate in LEA music activities such as BSYM or the BANES Wednesday String Centre.

Equal opportunities:

We believe that all children should fulfil their musical potential. We recognise that in all classes, there is a wide range of musical ability so we seek to provide suitable learning activities through open-ended tasks and grouping of children; challenging the most able or using learning support assistants to support where necessary.

We do not wish any child to be denied the opportunity for extra instrumental lessons. Where appropriate and applicable, financial provision is made for pupil premium pupils who might not otherwise be able to have lessons, through their pupil premium funding. Children engage in musical activities from a range of cultures linked in, where possible, to topics and festivals.

All children are encouraged to participate in class productions and LEA music festivals.

Additional Music Teaching:

Many pupils receive instrumental tuition individually or in small groups from a team of specialist LEA instrumental teachers. Lessons take place during curriculum time from which children are withdrawn for the duration of the instrumental lesson. Parents are charged for all incurred costs (tuition, instrument & sheet music). Financial provision is available for pupil premium children who might not otherwise be able to have such tuition. Children are encouraged to enter for graded exams as appropriate.

Extra-curricular Music:

Pupils are offered a range of performance opportunities through an extended music curriculum so that they may learn to enjoy playing music in an ensemble. Rehearsals take place during lunchtimes and after school.

The current range of opportunities on offer is:

- Beginners Recorder Group
- Intermediate Recorder Group
- Recorder Ensemble
- School Orchestra

Performance Opportunities

Pupils are given opportunities for musical performances during the year through:

- The Annual Christmas Carol Service
- Summer Orchestral Concert
- Class Productions and Assemblies
- Participation in LEA led events and workshops
- Invitations to play at events such as the KS2 Abbey Carol Service and the Salvation Army Christmas Appeal.

October 2017