



Music Policy

September 2024

Why

At Brookdale Primary School the curriculum is designed to **include, inspire, engage and nurture** our children to achieve and flourish as citizens of today and the future; encouraging children of all ages to think deeply about the past, present and future of our community and the wider world.

Our intention is, first and foremost, to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working,

leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Brookdale chooses to use Kapow Primary's Music scheme of work, which enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

How

Our Music curriculum **includes, inspires, engages and nurtures** our children's interest in and enjoyment of music. Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the

course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, the interrelated dimensions of music and more.

EYFS

In the Early Years Foundation Stage (EYFS), we relate the children's creative development to the objectives set out in the Early Learning Goals which underpin the curriculum planning. The children's learning includes art, music, dance, role-play and imaginative play. The range of experiences encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which creativity is valued and encouraged. Children are engaged in a range of imaginative and enjoyable activities, and their responses involve the various senses. The children are given the opportunity to work individually and collaboratively with others. Teachers use the Kapow Scheme of work from F2 onwards.

Year 1- Year 6 - follow the National Curriculum for Music 2014

- A clear and comprehensive scheme of work in line with the National Curriculum is available through Kapow and is the basis of all teaching.
- Each year group is taught 4 units from the Kapow scheme as outlined in the subject overview document.
- Music teaching is further enhanced through links to the school's personalised curriculum and any specialisms staff may have.
- Through Years 1 to 6, children are taught to use a variety of instruments, including their voice/bodies and to develop and share their ideas, experiences and imagination.
- Music lessons help children build up and practise using their voice and instruments and develop understanding of rhythm, pitch, beat and volume.
- The children are introduced to the work of a range of musicians and styles. Units of work give the children the opportunity to describe

similarities and differences between different performances and disciplines and to make connections between them.

- The use of technology may be used to enhance teaching of music and when learning about the work of musicians. Audio/Visual information may be collected using digital cameras and iPads in order for children to develop their ideas or keep a record of them.
- Peripatetic teachers come into school and teach individual instruments to those children who wish to learn them.
- A love of playing an instrument is promoted and encouraged as a form of expression.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge.

Further CPD opportunities can also be found via webinars with Kapow music subject specialists to ensure that teachers feel supported to deliver lessons of a high standard that ensure pupil progression.

During whole school assemblies, pupils experience a range of musical styles through listening and participating orally and with movement. This helps pupils develop a shared love of music and performance.

The school also has whole class ensemble teaching in Year 4 where children are taught the ukulele for a full term. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. During the year, the children perform for the school and their parents. Children are also given the chance to continue with the ukulele or guitar through private group lessons.

Additional opportunities are offered in music, for example singing at other events in the local community on occasion and joining a KS2 choir led by a specialist teacher from a feeder secondary school.

What

Impact can be constantly monitored through both formative and summative assessment opportunities.

Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of Kapow Primary Music, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the various ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National curriculum for Music.

Staff keep termly notes on subject assessment sheets. These notes and photographic /recorded evidence are used to help inform teacher judgements at the end of the academic year on Insight.

Progress and achievement in music are passed on to parents and carers at parents' evenings and in the annual report.