



# **INCLUSIVE LEARNING FEDERATION**

## **Bradwell Village School Music Policy**

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## **Music Policy**

### **Introduction**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality 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. (National Curriculum 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. In our schools, 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. (The Model Music Curriculum, March 2021)

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people, music allows our pupils to reflect and links closely with their spiritual development. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. If any pupil wishes to learn an instrument, they must show great responsibility for their instrument and to their practice. In addition, to learn a musical instrument, or even how to read music notation, also takes great resilience. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in and develops curiosity for different cultures and ideas. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

### **Intent**

We want music to be an integral and well-resourced part of the Bradwell Village curriculum where lessons are fun and inspiring, engaging the children with songs, lyrics, and movement. We want the children to be reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. We aim to actively encourage every child to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

Our aims for the children in music are to:

- perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices, to create and compose music on their own and with others;

- have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures (listen and appraise);
- know how music is made through a variety of instruments (listen and appraise);
- know how music is influenced by the time, place, and purpose for which it was written (listen and appraise);
- know how music is composed and written down (improvisation and composition);
- develop the interrelated skills of performing, composing, and appreciating music.

### **Implementation**

Music is planned in-line with the statements laid out in the national curriculum using cross-curricular links where possible with Charanga being used to supplement and provide extra support and resources to enhance music teaching. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing, and composing activities, which enable understanding of the context and genre.

Through our music lessons children are actively involved in a wide range of musical opportunities. They develop their singing voices, using body percussion and whole-body actions, and learn to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose, and perform.

We use Charanga to plan the scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum.

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing, and composing activities, which enable understanding of the context and genre. Charanga also provides a classroom-based, participatory, and inclusive approach to music learning.

During music lessons, children are given opportunities to learn music specific vocabulary and musical phrases within meaningful contexts and to apply their knowledge and skills through collaborative and compositional experiences.

Music lessons are enhanced within school through whole glockenspiel and recorder lessons, school choir, school productions, and close links with the local community. In addition to these, we offer peripatetic lessons to children, covering woodwind, electric guitar, bass guitar, drums, keyboard, and singing.

Children are also introduced to specific music and composers that link to their current lessons. Each term, a new composer is introduced to the children through displays in the shared areas and opportunities to listen to their music and discuss aspects of the music thus, enhancing the pupils' understanding of a range of genres.

### **Health and safety**

Every music lesson is carried out in line with the school's health and safety policy. Everyone has a duty of care and must follow the health & safety guidelines. For music these include ensuring that:

- where appropriate, risk assessments are carried out and are on-going prior to and during music lessons;
- the instruments and environment/s are safe and clean prior to and during the lessons;
- all instruments are stored safely;
- children are given health and safety advice during lessons as necessary;
- accidents are recorded in line with the school's policy. Pupils who receive first aid will have their parents/carers notified and the incident will be recorded in the first aid book.

Prior to arranging an offsite musical activity, an Evolve record is generated along with the supporting documentation including risk assessments.

### **Special Educational Needs Disability (SEND) / Pupil Premium / EAL/ Higher Attainers**

All children will have Quality First Teaching and an adapted Curriculum. A variety of teaching methods and resources are used to cater for individual learning styles and needs, and to maximise participation/ engagement in lessons, e.g., games, oral presentations, cloze procedures, role-play, dictation, dictionary work, videos, etc. Our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Any children with identified SEND or in receipt of Pupil Premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs.

### **Adaptations to the Curriculum for Pupils with SEND**

The subjects in our curriculum are ambitious for all pupils, including children with SEND. Curriculum Leaders have high expectations of what SEND pupils can achieve. The curriculum is not diluted or unnecessarily reduced for SEND learners.

### **ASC Unit Provision**

For the pupils in our ASC Unit Music is taught through the delivery of the Federations RF Curriculum and is based on small steps of learning. This curriculum provides opportunities for the pupils to explore through sensory experiences.

### **Individual needs**

We understand that every pupil is different and so, what works for each pupil will vary. There are general practices which are likely to improve learning and achievement for SEND pupils, but the success of any adaptations will depend on how pupils' individual needs have been considered and met.

### **Curriculum Planning**

SEND pupils, like all pupils, benefit from careful consideration of the components of a curriculum. These should be introduced in manageable 'chunks'. The size of these chunks might differ between different groups of pupils depending on their individual needs. The chunks should be sequenced in a coherent way to enable pupils to build on prior knowledge. Too much information at once can be a barrier to learning and can reduce the chances of pupils remembering what they are being taught.

### **Instruction and Working Memory**

SEND pupils will benefit from instruction which is matched to their needs. This means that teachers choose methods of instruction (e.g. precision teaching) which increase the chances of SEND pupils being able to pay sufficient attention to the curriculum objectives while understanding that overly elaborate tasks can make it more difficult for SEND pupils (particularly those with receptive language delay) to learn the curriculum content. We ensure that working memory is always considered. Where working memory is an issue for SEND pupils, it can be effective to reduce extraneous load as much as possible as well as isolating key information when teaching. We support pupils to pay attention to the content which they are expected to learn.

There is no one-size-fits-all approach for SEND pupils in Music. Effective adaptation depends on understanding and meeting the individual needs of pupils. All pupils benefit from instruction which considers cognitive load, clarity of instruction and appropriate 'chunking' of curriculum components. Routines can support pupils' learning as can teaching which increases clarity and accessibility of the content which is being taught.

### **Vocabulary**

At Bradwell Village School opportunities for the development of the vocabulary and phrases relating to music are provided during a range of activities and using a variety of resources – textual, artefacts and online. There is also discussion about the content of these resources which enrich and develop the children's understanding of the music curriculum's knowledge, skills, and concepts. The children have opportunities to discuss the meanings of words, the identification of similar words and connections between words.

### **Remote learning**

Children have access to learning resources delivered through Padlet or Google classrooms and they are able to respond to the tasks set either through the above platforms or by emailing their work to their class teacher.

### **Developing staff's knowledge and understanding of music**

To enable the staff to deliver an effective curriculum for music, the curriculum leader provides the planning for each class following discussions with the class teachers. During the weekly teachers' meetings there are opportunities for curriculum leaders to lead sessions to develop class teachers' understanding of the music topics planned for the term.

### **Assessment and Impact**

As Music is a practical subject, assessment is carried out by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The progression grid provided by the Curriculum Leader ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the Curriculum Leader. Assessment evidence is collected using videos taken and uploaded to Charanga, the BVS – Staff Drive, or Insight. Children can upload any electronic compositions onto the class workspace online.

Formative and summative methods of assessment are used in Music. Through discussion and marking, children are given the opportunity to self assess their work and abilities. They will also record what they have learned from their starting points at the end of every topic, using the end of year passport.

Summative assessments use the outcomes of work which are regularly monitored to ensure the individual child has a sound understanding of the key identified knowledge. Class Teachers assess children's knowledge and understanding of music prior to recording them on Insight. This data is then analysed and used to plan further actions to improve the provision of music for all children.

### **Monitoring**

This policy is monitored through:

- lesson observations;
- learning walks;
- video clip scrutiny;
- the monitoring of planning;
- progress data
- Pupil Voice
- SIP Annual Evaluation & Traded Days

This Policy is reviewed annually.