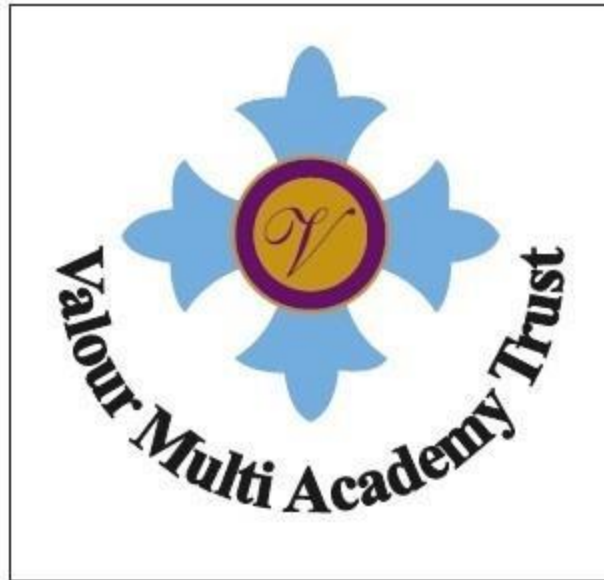


# Beech Hill Primary School



# Music Policy

Revised September 2025

## Music Policy Introduction

This document is a statement of the aims, principles and strategies for the teaching and appreciation of Music at Beech Hill primary school.

The policy reflects the requirements of the National Curriculum Statutory Orders; the Areas of Learning and Early Learning Goals within the Foundation Stage Curriculum which highlights the importance of singing in schools and states that every primary school child should have opportunities for sustained and progressive instrumental tuition free of charge or at a reduced rate. It also recognises the cross-curricular nature of music.

### Aims

In teaching music we aim to:

- encourage children to sing with enthusiasm from an early age, free from inhibition.
- cultivate listening skills
- offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise
- encourage children to work individually and to co-operate with others
- foster a love and understanding of music through active involvement in listening, appraising, composing and performing
- develop pupil's confidence in all musical activity
- build all pupil's social, cultural and spiritual development through music
- provide pupils' with the opportunity to experience live music and the joy that this brings
- introduce children to composers and musicians throughout history

### Principles of the Teaching and Learning of Music

'As well as being a worthwhile activity for its own sake - music is a powerful learning tool which can build children's confidence, team work and language skills'. (Alan Johnson Education Secretary Jan 2007)

Music has an important contribution to make to the education of every child in developing creative, expressive skills and aesthetic awareness. Through the teaching of music, children can be provided with the stimulus for a lifetime's pleasure and participation as performers and listeners. The fundamental skills, knowledge and concepts of music are acquired through the activities of:

- performing
- composing □ listening
- appraising

Children need to be able to recognise:

- pulse
- rhythm
- pitch
- dynamics
- tempo
- timbre
- structure
- texture
- notation

Helping the child to find his/her singing voice is the basis to good music education. It is the means by which the child acquires a wide repertoire, develops musical memory and learns to make music responses in class. Voice is the most important performing media because the child him/herself makes the sound; with instruments the child makes no sound but, instead, is concerned with manipulating the instrument to make musical sound. Within the context of music education, these are two very different media. Both are essential, but educational progress and musical understanding will be

limited unless voice is seen as prime. (ref. Michael Stocks, Adviser for Music Somerset Education Department)

Other music skills to be developed include:

- developing and shaping of musical ideas
- controlling instruments
- reading simple signs and symbols and performing from them
- controlling the sounds of a range of tuned and untuned instruments
- exploring and using a range of sound sources including voices, bodies and sounds from the environment
- sharing music-making, either live or recorded
- performing to different audiences for a variety of purposes

### Strategies for Teaching Music

The predominant mode of working is as a whole class, although opportunities will be available for input to small groups and individuals. There will be direct teaching and also opportunities to explore and experiment with sounds and instruments. The school follows the Charanga Schemes of work predominantly and this is built upon to teach the skills and knowledge required to achieve the NC objectives. The teacher will offer guidance and support whilst encouraging creativity. Pocket trumpet lessons are provided in Year five for the Spring and Summer term. Guitar tuition is given to selected pupils in Year 4, Year 5 and Year 6. Opportunities are created for pupils' of all abilities to perform to others and school choir will be given the chance to perform in the wider community. Rock Steady provide another source of creative performance and is open to pupils' at a cost to the parents.

Using the Charanga schemes of work and in other musical activities, opportunities are provided to enable the children to:

- develop their skills in singing and instrumental accompaniment from simple nursery rhymes through to complex rhythmic, melodic and part songs

- explore different aspects of composing and to adapt and refine their work before recording and performing it
- listen to a wide range of music, learning to recognise and discuss musical elements, structures and differences and similarities in style
- develop a sense of history through their learning activities by giving the children some knowledge of the music of different times, countries and culture
- demonstrate and perform the excellence in music achieved through practice □ learn a musical instrument outside curricular lessons

#### Role of the Music Co-ordinator

- responsible for the day to day operation of the Music Policy
- moderate planning schemes of work for all ages
- auditing and resourcing the school's music equipment, as well as maintaining and organising its storage and use
- liaising the whole school singing practices
- booking visiting musicians
- liaising with the Newcastle music centre
- coordinating knowledge organisers and KPI's
- organising extra-curricular events for pupils

#### The music co-ordinator will also:

- seek to enthuse the staff and children and promote high achievements
- monitor, evaluate and advise on the teaching of music in the Early Years
- coordinate extra curricula activities such as Singing club, Rock Steady and guitar sessions Singing Assemblies

All children in Years 3 to 6 attend the Singing Assembly in school.

They have the opportunity to perform at community events.

#### Annual Events Supporting the Teaching of Music:

- Carol singing in the Community

- Harvest Festival, Christmas Performances, Beech Hill's Got Talent, Easter Service and the Leavers' Assembly
- Big Gig - Year 5

### More Able opportunities in music

The music co-ordinator will ensure that any beneficial workshops will be available to children who are More Able in this area of the curriculum.

Once children reach year 5 they get the opportunity to play the pocket trumpet. This involves a professional music teacher coming into school once every week for the two full terms. During this time, the children get the opportunity to learn a range of songs, read music and compose their own pieces to perform. It ends with a performance where the children can collaborate their talents with other schools in Newcastle. Parents are encouraged to come and watch. If they cannot attend, a performance is also held at the school for parents and the rest of the school to enjoy!

### Equal Opportunities and Special Educational Needs

The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for SEN children and plan the curriculum with differentiated activities to allow each pupil access to the music curriculum in various ways:

- modifying instrumental parts
- adapting musical responses
- adapting instruments
- scaffolding composition ideas

### Assessment, Recording and Reporting

Informal, continuous assessment of the progression in music will be part of the normal teaching process to ensure continuity and progression. As well as teacher assessments being made during the lessons, written formative assessments will take place the end of each term using the KPI's for that year group. Reports to parents are through the

written Annual Report in the Summer Term. The teacher will plan and evaluate the children's progress in accordance to the KPI's set for each term which is updated on the school tracker. Teachers record performances at the start and end of each unit, playing these back to the children to enable them to view their progress and performance skills.

### Community Links

We encourage and warmly welcome visits by music specialists within the local community.

We invite the community to join us for our services and plays.

### Staff Development

The music co-ordinator attends courses in order to report back relevant information and initiatives to the other teachers and Governors via Staff Meetings. Other staff are informed of CPD opportunities as they arise.

### Monitoring and Review

This Music Policy will be monitored and reviewed as outlined in the School Development Plan. Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

**Amended by - Katie Skinner 2025**

To be reviewed September 2027