

Bishopton Primary School



Music Policy

Prepared by:	Katherine Wain
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Bishopton Primacy School

Music Policy

Our Vision

Music is important because it can provide fulfilment throughout life. It is a powerful and unique form of communication that can change the way pupils feel, think and act. It transcends different culture, abilities and generations.

Listening to and making music fulfils and instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. Musical activities include performing vocally or with instruments, exploring sounds and composing, including using computer software, as well as listening and responding to music of different styles and cultures.

Aims and objectives

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 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. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. 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.

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;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.
- Develop listening skills including identifying rhythms, genres, instruments and pulse.
- Encourage and develop singing skills including volume, expression, tone and pitch.

Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

Teaching and learning style

At Bishopton School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and

emotions. We teach children to make music together, to understand musical notation, and to compose pieces.

Special Education Needs and music

As an inclusive school, we recognise the need to tailor our approach to support children with Special Educational Needs as well as those who are identified as benefitting from further enrichment and challenge. Appropriate arrangements will be made by the class teacher to accommodate any specific special needs that a pupil may have, thus enabling them to participate fully in music.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Warwickshire Music Service. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, currently the guitar, drums and keyboard. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

Music curriculum planning

Our school uses the National Curriculum for Music and the Model Music Curriculum 2021 as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned using the Charanga scheme of work means that the children are increasingly challenged as they move through the school. Teachers also take inspirations from Cornerstones scheme of work to identify how music can be used through cross-curricular learning to coincide with topics.

The Early Years Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work.

Resources

We keep resources for music in the dedicated music room. Instruments and resources can be removed and taken to classrooms but must be returned after use. Any broken or missing equipment should be reported to the music leader, who will keep a log of resources that need

to be re-ordered. The music leader is then responsible for ordering new equipment and resources to be used.

The school choir and musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Y3-6 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together. At Christmas, the choir also performs in public. We have also signed up again for Young Voices, which takes place annually at Resorts World Arena, Birmingham.

We provide opportunities throughout the year for budding musicians to perform for the school community.

Role of the Music Coordinator

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Encourage staff to go on appropriate in-service courses.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)
- To organise for children to see and listen to live music and organise workshops for children in school.
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.

Helen Clarke
25/02/2026