



Music Policy

Overview

This policy for music teaching and learning is underpinned by the school's generic curriculum policy for foundation subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

1) Aims and Opportunities

1.1 Aims

At Bridstow CE Primary School, we recognise that music is a universal language that embodies one of the highest forms of creativity. Music should be an enjoyable experience to both pupils and teachers. Children should participate in a wide range of musical experiences, building up their confidence simultaneously. We want our pupils to develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. We want to inspire and nurture a creative and imaginative approach to music making whereby pupils will receive the benefits on their overall learning and wellbeing. We want to encourage our pupils understanding and knowledge of music through playing, listening, singing, composing and performing. Children experience listening to music from different cultures and eras.

1.2 Opportunities

Music offers opportunities for children to:

- play, sing, create, explore, express and enjoy music both by listening and making with a discreet weekly music lesson.
- be taught as a discrete subject through weekly music sessions delivered by Encore Enterprises CIC and also across the curriculum by the class teacher including areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music.
- weekly singing worship allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as Young Voices and peripatetic music lessons, also provide children with experience of making music. We offer wider opportunities for musical learning including Lunchtime music clubs and private instrumental tuition.

2) Organisation and Planning

2.1 Time allocation

- KS1 – 40 minutes to 1 hour per week

- KS2 – 1 hour per week.

Music is primarily taught by one or two specialist teachers across both key stages. This is organised into weekly lessons of between 40 minutes and an hour – depending upon the year group being taught and the specific learning needs of any given cohort.

2.2 Planning and Organisation of Learning

Due to our mixed-age classes, the curriculum is planned to build carefully upon core skills developed in the EYFS and early KS1 and moves on to more instrument focused learning throughout later KS1 and KS2. This gives our children a very strong musical education that goes beyond the National Curriculum expectations.

The school follows a two-year cycle, particularly in KS2, to enable skills and knowledge to be effectively developed in a timely and progressive manner.

The Music Coordinator, in conjunction with the specialist teachers from Encore Music Services, have organised the Music curriculum cycle using Encore Music Service documents as a starting point – these are written with guidance from the [Model Music Curriculum](#). Throughout the cycle, the following core subject drivers are used to organise the learning to ensure a strong progression of knowledge and skills. These are:

- Singing
- Playing and performing
- Understanding notation
- Composing and Improvising
- Listening and appraising

During a child's experience across our primary age range, they will experience a rich and varied music curriculum with the added benefit of being supported to learn tuned and un-tuned instruments as an individual and as part of an ensemble. These include, but are not limited to:

- Glockenspiel
- Ocarina
- Toot and Flute
- Samba
- Tin Whistle
- Ukulele

By the end of Year 6, pupils will have wide experience of these instruments and will be able to read notation and perform to a good standard, age relative, on many of them.

2.3 Extending the curriculum

At Bridstow, we are committed to developing the whole child. We extend the curriculum by offering extracurricular activities. As well as the aforementioned assemblies and daily classroom music, pupils are given access to musical instrument tuition (woodwind, brass and piano lessons) as well as music based clubs, such as choirs, recorder and dance across a normal year.

2.4 Management and organisation of resources

Musical equipment and instruments will be stored in the music cupboard and the Music coordinator, in conjunction with Encore Music Service teachers, will be responsible for maintaining stock and ensuring



storage is well organised and managed. This will include the request for additional funding to purchase resources made to the Headteacher.



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