



Heaton St Barnabas C.E.(V.A.) Primary School

Music Policy

September 2025

Introduction

This document is a statement of the aims, principles and strategies for the teaching and appreciation of Music at Heaton St Barnabas. At our school, we believe music has an important place in the curriculum, contributing to the social, cultural, moral and emotional development of the child. The participation in musical activities builds confidence by encouraging children to express themselves, share their own ideas and appreciate the contribution of others. From an early age children have an awareness of rhythm, pitch and sounds around them and these skills should be developed both on entry to, and throughout the children's time at school.

Aims

In teaching music we aim to:

- encourage children to sing with enthusiasm from an early age, free from inhibition
- 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
- help all children of all abilities develop positive attitudes and to experience success and satisfaction in music
- build all pupils' social, cultural and spiritual development through music

Principles of the Teaching and Learning of Music

'Music is a world within itself, with a language we all understand'. – Stevie Wonder, Sir Duke, 1976

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 the elements of music:

- pitch
- duration
- dynamics
- tempo
- timbre
- texture
- structure

The main resources we use to teach children about the elements of music are 'Sing Up' and 'Charanga'. These are all in online form so teachers are able to adapt sessions to fit with the wider creative curriculum, whilst also ensuring that they cover all of the objectives set out in the New National Curriculum. The school also subscribes to 'Musical Futures Online' which is a valuable bank of songs and activities to use alongside Sing Up or Charanga.

Other music skills to be developed include:

- developing and shaping of musical ideas
- controlling instruments in order to perform in solo and ensemble contexts
- using and understanding staff and other musical notations
- playing a range of tuned and un-tuned instruments musically
- exploring and using a range of sound sources including voices, bodies and sounds from the environment
- the appreciation and understanding of a wide range of high-quality live and recorded music, drawn from different traditions and great composers
- an understanding of the history of music

Strategies for Teaching Music

Class music teaching aims to make music an enjoyable learning experience. Children predominantly participate in whole class sessions where they also have the opportunity to work individually and in smaller groups.

Music is timetabled for a weekly class session in Key Stage 1 and Key Stage 2. In Key Stage 2 sessions will be whole class ensemble tuition. Within these sessions there will be direct teaching and also opportunities to explore and experiment with sounds and instruments. All teachers will also offer guidance and support whilst encouraging creativity.

In foundation stage there are always opportunities to develop music in the areas of provision as well as short singing sessions during the day.

As well as music lessons in class, whole school singing assemblies take place every 2 weeks, and all worship sessions have music playing that is used either for reflection or for the children to sing along to. Music for assemblies and whole-school worship sessions is carefully selected so that it might fit in with the theme being covered, and time is dedicated to the learning of new songs for specific services and occasions EG: Harvest.

End of term productions involve every child at least once per year- Foundation and KS1 at Christmas, years 3 and 4 in spring and years 5 and 6 in summer.

Through the combination of class music, instrumental teaching and performances we enable the children to:

- develop their skill in singing and /or 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

- use dance, movement, poetry/writing and art to respond to the character and mood or as a stimuli for their own compositions
- 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

Roles and Responsibilities

The Head teacher:

The Head teacher will actively support by encouraging staff, praising good practice and supporting staff development.

The Music Leader:

The music leader will support staff to implement the new National Curriculum for music by ensuring that there are resources available for high-quality music teaching. They will also keep aware of any training opportunities that may be beneficial to the staff. They will prepare an action plan for the continuous improvement of provision for this subject. They will monitor the planning of the subject, evaluating the evidence to ensure that the objectives set out in the curriculum document are being achieved. They will also provide opportunities for children to access various musical clubs, organise extra-curricular activities for the children to participate in, and will deliver whole class ensemble music lessons.

The Class Teacher:

The Class Teacher will be responsible for the teaching of music as set out in this policy, ensuring that it follows the national curriculum and covers the specified objectives for the year group.

Extra-curricular activities

Children in Key Stage 2 are invited to join in with choir on Monday lunchtimes and instrumental club (day varies). They are also offered access to Rocksteady Music School which is a paid service.

Annual Events Supporting the Teaching of Music

- International Week - music performers are often invited into school to play to the children and allow them an opportunity to compose their own music
- Harvest Festival, Easter Service, Christingle service
- Key Stage Productions (Christmas, Spring, Summer)
- Heaton Gala
- Bradford Festival music day and other such events provided by the music service

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

Assessment, Recording and Reporting

Informal, continuous assessment of progression in music will be part of the normal teaching process to ensure continuity and progression. Formative assessments are conducted termly and recorded on the school's information management system. A written report to parents is provided annually.

Through the many opportunities that we offer we hope to identify talented children as early as possible. Such children will then be supported to develop their talent. As part of this children/parents will be guided towards opportunities provided by 'Bradford Music Service'. In the case of a truly musically gifted child, advice about available specialist musical education will be offered to the parents.

Resources

Musical equipment is stored in the music room. It is the responsibility of class teachers to ensure resources are returned and stored properly after their use. Resources include:

- variety of percussion instruments (tuned and un-tuned)
- electronic keyboards
- recorders
- glockenspiels
- ocarinas
- ukuleles
- Boom whackers
- Djembe drums
- Bamboo tamboos

Community Links

We encourage and warmly welcome visits by music specialists within the local and wider community. We invite the community to join us for our services and performances. Whenever possible, we also take groups out of school to perform.

Staff Development

It is important to us that all staff members are able to feel confident enough to deliver good quality music lessons to the children. Where possible and relevant, training is delivered to the whole staff. Staff may also request training in specific skills and the Music Leader is willing to tailor make lessons to achieve objectives, whilst fitting with topics and themes.