



Ball Green Primary School

Music Policy

2022-2023

Signed by:

Mr. J Hankey

Head Teacher

Date:

Mr. G Hayes

Chair of Governors

Date:

Next review date:

September 2022

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



Ball Green Primary School

Statement of intent

At Ball Green Primary School, our vision for the music curriculum is to create excellent models of positive experiences for learning so that ALL children are excited by our offer of high-quality musical opportunities. All children at Ball Green Primary School will have the opportunity to experience music in a 'have a go' environment, where they are able to express their creativity and enjoy all aspects of musical learning no matter what their musical ability is. At Ball Green we believe that music and performance allow children to gain the confidence and grit to pursue dreams and reach their full potential.

Our school recognises the importance of the enjoyment of teaching and learning music. Music is proven to create a feel-good state of mind and improve our mental health. At Ball Green we aim to provide children with a balanced and engaging musical curriculum that compliments all areas of learning. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. Music, particularly singing, is an effective, almost magical medium for learning and retaining information. It activates three different centres of the brain at the same time: language, hearing, and rhythmic motor control. By inducing emotions, it also creates a heightened condition of awareness and mental acuity. Words paired with music are far easier to retain and singing is therefore used across the curriculum to reinforce skills and concepts.

Music 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.

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Implementation

The curriculum:

At Ball Green we use Charanga music school as a driver for our musical curriculum. The scheme ensures that interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Class Music Lessons: Through the Charanga Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Singing Assembly: Years 1- 6 meet once a week to learn new hymns, songs, sing songs of their own choosing and to rehearse ones already learnt. Assemblies are taken by the music lead and provide opportunity for new musical vocabulary, learning and sharing new warmups and to enjoy singing as part of a large group. Music is selected from a broad range of material including 'Out of the Ark' song book, Sing up and Charanga to reflect time of year, celebrations and for children's enjoyment.

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Choir: The school has a choir, led by the music lead, which runs weekly and for children from year two to year six. All children are encouraged to join the choir which aims to build confidence and harvest a love for music, singing and performance. The children are not only taught songs (both in unison and in parts) but are given instruction in voice production and articulation. The choir have opportunities to perform in school concerts, enter local school competitions and participate in Music Share concerts across Stoke on Trent.

Clubs: Clubs (with the exception of choir) are changed termly and reflect the enjoyment and needs of the children. The music lead encourages staff to take on a different music themed club each term. These vary from recorder club, guitar club, KS1 music makers, KS2 music makers and garage band club. The purpose of these clubs is to enrich children's love and knowledge of music whilst building on the skills learnt. City music service provide a 'strings' club weekly after school. This is open to all KS2 pupils, however, Teachers who identify gifted and talented children encourage them to join and progress their skills. This club has a small fee per lesson which is paid termly. Where children are identified as gifted and talented but are unable to afford lessons, the school are able to (if appropriate) support through pupil premium funding.

Peripatetic lessons: At Ball Green we believe all children should have the opportunity to succeed and excel in every area of the curriculum. Pupils in KS2 are provided with the opportunity to access peripatetic music lessons taught by City Music Service. These lessons include Guitar, Ukulele and violin. They take place weekly in one hour sessions in groups of up to 30 (whole class). Currently this provision is provided by the school.

Enrichment opportunities and performance. Pupils are encouraged to perform and watch performances regularly. Some of the opportunities we provide on a yearly basis as well as additional one off performances are: Harvest Festival, Christmas Carol concert (KS2), Christmas nativity (KS1), Singing for the elderly residents at Chatterley Centre, class music lessons, assemblies, end of year awards celebrations, visiting musicians (Key strings/pantomime), Music Share concerts.

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The Charanga Musical School Scheme : The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
3. Performing

Mastery:

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

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Impact

Monitoring of the Curriculum:

Standards achieved / received curriculum / experienced curriculum

Assessment –

Learning Walks

Lesson Observations

Resources reviews

Evidence for Learning – Videos of performances and progress from lesson 1 – end of unit.

Child conferences / school council conferences

Subject leader discussions

Link governor visit reports

Subject leader Floor book

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