

**Buckden CE Primary Music Subject Guidance**

At Buckden CE Primary Academy, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms.

We embrace the National Curriculum purpose of study which states:

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” (National Curriculum, 2014)

**Whole School Curriculum Intent**

Every child is loved by God and is educated for wisdom, aspiration and global citizenship, to thrive in our community through a culture of dignity and respect. Their gifts, talents and wellness are cultivated with knowledge and skills to live life purposefully in all its fullness. In faith we ‘act’ ‘For nothing will be impossible with God’. Luke 1:37

## Purpose of this statement:

* To establish an entitlement for all pupils in the subject of *Music*;
* To establish expectations for teachers and pupils
* To promote continuity and coherence across the school;
* To promote a shared understanding of *Music,* within the community;
* To explain how *Music* is taught in Buckden CE School
* To give further guidance about Music.

**Intent**

The intent of music teaching at Buckden CE Primary Academy is to:

• Encourage our children’s understanding and enjoyment of music through an active involvement in listening, composing and performing;

• Provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others;

• Help children to develop an awareness of musical traditions and developments from a variety of cultures.

**Implementation**

The implementation of Music at Buckden CE Primary Academy is to make music an enjoyable, learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons.

The implementation of Music is through our Global Curriculum – music is integral to this and is taught throughout our Global Learning topics (the Sustainable Development Goals). Lesson frequency and length is variable depending upon the topic and teacher’s discretion. This involves both whole class and small group activities.

Pupils’ understanding of music will be developed through activities which bring together the requirements of performing, composing & listening. Children are taught to recognise the musical elements of:

* Duration
* Dynamics
* Pitch
* Tempo
* Timbre
* Texture

Children are taught to make music together, to understand musical notation, and to compose. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically. One of the main methods employed to help children to access and engage with music in school is singing.

Our teaching focuses on developing the children’s ability to sing expressively, in tune and with other people. This is achieved through weekly singing assemblies. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music from various backgrounds and cultures.

Assembly songs are also linked to various annual celebrations and festivals, in line with the Christian ethos of the school, whilst also recognising our multi-cultural society.

The implementation of music at Buckden CE Primary Academy is aided by our musical resources:

* Interactive whiteboards and computers.
* Keyboards
* A set of African drums
* Tuned and untuned percussion instruments
* A range of musical resources on CD which includes classical, popular and cultural music
* Recorders
* A steel pan band
* Various music books including ‘Music Express’ resources

**Impact**

Teachers will assess children’s work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. Other sound based methods are also employed to capture children’s performances. On completion of a piece of work, the teacher will assess the work and give oral or written feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Assessment is used as a tool for helping children to make future progress. Individual class teachers will keep samples of children’s work for their own evidence and evidence is given to subject leaders on a termly basis.

**Extra-Curricular Activities**

Music has a huge part to play across the school to encourage the development of a range of skills, e.g. teamwork, listening, aiming high. There are additional opportunities for the children to take part in music based clubs such as choirs and the opportunity to take part in the National Young Voices concerts.

**The Role of the Music Subject Leader**

The Music Subject Leader will take responsibility for monitoring the standards of children’s work and the quality of music teaching in school.

The Music Subject Leader will support colleagues where needed in their teaching and provide appropriate staff development training where necessary. The Music Subject Leader will also keep staff up-dated with examples of musical activities and useful teaching resources.

The Music Subject Leader will ensure that the Whole School Curriculum is in use throughout the year groups, and will help with implementing this. The Music Subject Leader will keep informed about current developments in Music, through attending various training sessions and accessing a range of resources. This will enable the Music Subject Leader to provide a strategic lead and direction for this subject in the school.

The Music Subject Leader will take the lead in teaching new songs during assemblies and provide the musical accompaniment on piano for most of the songs taught. The Music Subject leader will lead the school choir and organise both internal and external performances for the school’s choir.

**Equal opportunities**

Equal opportunities are addressed in the whole school Equality Policy and care is taken in Music lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

**British Values**

By connecting our British Values through the teaching of Music, we explore issues that affect us all in our lives and this helps inform decisions that will shape our future. An example is the right to have a different opinion and the need to respect the views and opinions of others.

**EYFS**

Music is covered in the new EYFS curriculum and all music objectives that are taught in EYFS are detailed in our Buckden Music Knowledge progression document to ensure year 1 teachers know a child’s prior knowledge. Topics taught and continuous provision planning identify opportunities to teach music knowledge directly.

**Rights Respecting the Child**

Buckden is a Rights Respecting school and as such we ensure that we support and promote the well being, participation, relationships and self-esteem of all children in music.

No. 13 I have the right to find out and share information

No. 17 I have the right to get information in lots of ways, so long as it’s safe.

No. 24 I have the right to good quality health care, to clean water and good food.

No. 27 I have the right to have a proper house, food and clothing

No. 28 I have the right to an education

No. 29 I have the right to an education, which develops my personality, respect for others’ rights and the environment.

No. 33 I should be protected from dangerous drugs

No. 32 I should not be made to do dangerous work

**Culture Capital**

Encouraging children to extend their musical learning outside of school is essential when it comes to music. Living in Cambridgeshire, we have a resource of concerts (free ‘in the park’ style concerts and more formal concerts at West Road Concert Hall, Cambridge Corn Exchange, The Burgess Hall and other places). Whilst many can, not all children can access these places so it is essential to utilise pre-recorded concerts in lessons or allow the children to explore websites during lessons. Many children are unable to access external music lessons (either for financial or time in their week reasons) and it is important as many practical opportunities are made available for the children to explore music making. The children are exposed to different music genres, composers of all backgrounds and performers from all over the world by the virtue that the curriculum content is wide and varied.

**Dyslexic Friendly School**

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.

- Where necessary we will assess and make provision for the pupil’s difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.

- If, despite our efforts to ameliorate the pupil’s difficulties, it is felt that there is still a noticeable mismatch between a pupil’s oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.

- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.

- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.

- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).

- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.

- Teachers will take account of the pupil’s difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.

- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.

- We are aware that pupils with dyslexia have experienced “failure” and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil’s motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.

**Review**

This statement will be reviewed regularly in order to reflect current trends and practice.