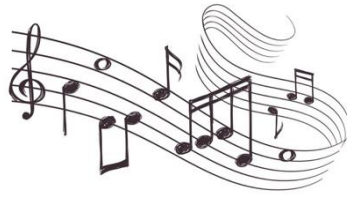




## Music at Purbrook Junior School 2024-2025

**Respect – Team – Achieve**



***'Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.'* - Plato**

## **Intent**

At Purbrook Junior School, music is a vibrant and inclusive part of our curriculum. It is valued and appreciated by all and creates opportunities for children to become creative, experimental and unleash their full potential. We aim to deliver high quality music teaching and use the Sing Up! Music scheme to achieve this. We also recognise the importance of offering musical experiences that take place outside of the classroom; this allows children's breadth of musical understanding and knowledge to develop further. This policy alongside our Music Plan reflects the school's values and vision in relation to the teaching and learning of music. Its purpose is to help us monitor and evaluate our practice. It is also intended to communicate our practice to others (e.g., parents, governors, new staff members, students, and inspectors).

## **Implementation**

Music is implemented into Purbrook both through curricular means and wider provision. It is done so in an engaging, stimulating, and creative way allowing children to respond positively as well as developing an appreciation for the diversity of music.

Music teaching at Purbrook Junior School provides opportunities for children to:

- *Play a range of instruments with increasing confidence, skill, and expression*
- *Improvise and develop their own collaborative compositions in a response to a variety of stimuli*
- *Develop their understanding and appreciation of a wide range of music*
- *Foster a love and enjoyment for music that allows them to use their imagination and creativity*
- *Develop awareness, understanding and appreciation of the richness and diversity of music in world cultures, styles, times, and historical periods.*
- *Explore thoughts and feelings through responding physically, intellectually, and emotionally to a variety of different kinds of music*
- *Develop skills and attributes which can be used in other subject areas and that are needed for life and work, for example, listening skills, the ability to concentrate, creativity, collaboration, perseverance, self-confidence, and sensitivity towards others.*
- *Develop opportunities for children to perform to the school and the wider community*

## **Teaching and Learning**

Music curricular lessons are taught weekly by class teachers. Each weekly session lasts approximately 40 minutes.

The children are taught the knowledge, skills and understanding in ways that suit the pupil's abilities. This may mean choosing elements of knowledge, skills and understanding from earlier or later stages to enable individual pupils to make progress and achieve. The children will be increasingly challenged as they progress through school in line with their own ability

and the progression of skills document. The National Curriculum programmes of study set out what most pupils should be taught at each stage.

### **Years 3-6 (KS2)**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music. (*DfE, 2013*)

Teachers will use set periods of time throughout the school week to allow their classes to listen to **at least one musical piece** (BBC Ten Pieces) offering opportunities for discussion.

Teachers are encouraged to **link music with other areas of the curriculum.**

### **English**

Music plays an important role in the teaching of literacy in our school; the skills of reading, writing, speaking, listening and memory are actively fostered. Children can develop their language skills through song writing, singing (paying close attention to diction), rhyme and rhythm (poetry). We also use music as a stimulus for writing or class discussion.

### **Maths**

The observation of **patterns and processes** are key musical skills that also go hand in hand with specific mathematical concepts and ideas, e.g. sequencing, systematic approaches when problem solving, times table patterns etc.

### **P.E**

Music can be used in many P.E. activities, especially gymnastics and dance. Specific musical pieces could act as stimuli and help children to create and build on their new or existing ideas. Dance lessons include the use of music for children to listen to and interpret through physical movements and expression.

### **PSHE - Personal, Social, Health, Emotional**

When making music, children will learn to work effectively when collaborating with other children in small groups or pairs. This will contribute significantly to their teamwork skills and help them to develop solid relationships with other children. Music is the foundation for a range of social activities and plays a significant role in the personal development and mental wellbeing of our children. It also has a vital role in building self-confidence and self-esteem. Children may be involved in musical performances in school (all Year 6 pupils will take part in the Year 6 production and all Year 3 pupils will take part in the School Nativity) or the wider community and these experiences will often be the most memorable.

### **SMSC - Spiritual, Moral, Social and Cultural Development**

Children will be given many opportunities to experience creating, listening to, and performing music whether that is through singing or playing instruments in whole school/year group/class assemblies or within the wider community. Children at Purbrook will encounter music from many cultures and time periods thus allowing them to develop positive attitudes towards different cultures and societies.

### **Equal Opportunities**

All children will be given equal opportunities to access the school's music curriculum in line with our Single Equality Statement policy.

- **All activities are offered to boys and girls.**
- **Music from various cultures will be accessed.**
- **Pupil Premium children are offered peripatetic tuition free of charge**
- **Lessons will be planned according to children's individual learning needs.**
- **Where misconceptions arise, children will be given extra support.**
- **Those children with a particular interest or talent in music have opportunities to extend their education in a variety of ways e.g. peripatetic instrumental lessons, opportunities for performances during assemblies**
- **Year 3 access the Christmas Nativity performance and Year 6 access the end of year 6 production both which include live performances to the school community.**

### **Other opportunities**

- Weekly singing assemblies
- Annual House singing competitions
- Trips and Experiences (e.g. visits to local secondary schools for their musical performances)

## **Impact**

Assessment of music takes place throughout the year. It is achieved through:

- observations of children when they are working and performing
- through questioning
- by listening to responses of children
- examining the music that has produced in lessons
- recording at beginning and end of term to see progression

Children are encouraged to make age-appropriate judgments about how they can make improvements to their learning or that of their peer(s) that they are collaborating with.

**Children across the school enjoy music and appreciate the lessons that encapsulate them:**

***‘I feel like I have improved on the keyboard.’ – Year 5***

***‘It has made me want to start learning a new instrument.’ – Year 4***

‘