



Barlby Primary School

Music Policy

Policy reviewed:	September 2024
Approved by:	FGB
Review date:	September 2025



Music Policy

ROLE OF THE SUBJECT LEADER

The role of music Lead is to ensure a high quality of music education within the school, playing a crucial role in fostering a positive, enriching and inclusive musical environment within the school and encouraging children's creative and artistic development. It is crucial to understand the importance of music's impact on their overall academic and personal development. Key to this is designing and updating curriculum to align with national standards- selecting appropriate music resources and teaching methods to cater to the diverse needs of the students. The curriculum must be accessible and inclusive, catering to all abilities and backgrounds. Music lessons must inspire and engage students. Effective management and procurement of musical instruments, resources and materials is crucial. A significant element of the role is to co-ordinate and promote extra-curricular music such as choirs and musical performances to enhance pupils' musical experience and exposure. Lastly and importantly, the advocacy for the importance of music education within the school and the wider community is essential- liaising with parents, local organisations, professionals in the music industry to create opportunities and partnerships for children

- To create a vision for music in the school
- To create and re-visit the department development plan regularly
- To design and resource the music curriculum.
- To protect and maintain the delivery of music lessons by a specialist to the Early years for 30 minutes per week.
- To protect and maintain the delivery of music lessons by a specialist for one hour per week for KS1 and KS2.
- To support colleagues to deliver the curriculum.
- Organising instrumental lessons
- To provide a programme of extra-curricular activities such as ensembles and choirs
- To organise shows and performances.
- To invite musicians to school
- To engage with the music hub
- To attend teacher networking sessions (online/ in person)
- To raise the profile of music in the school and the community
- To take part in CPD opportunities
- To signpost external progression routes such as ensembles and performance opportunities in the wider community

TEACHING AND LEARNING

Here at Barlby Primary School musical experiences are designed to not only introduce students to a broad spectrum of genres and cultures, but also to deeply embed the school's core values of respect, determination, and creativity within the music curriculum. Our curriculum is designed with the support of the award winning 'sing up'—which gives us access to a creative programme of high-quality classroom music activity. It ensures a well-rounded musical education that caters to every child's needs and interests and covers a broad and diverse range of repertoire, approaches, and musical traditions. Our curriculum supports a fully integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening and appraising. Our aim is to develop a life-long relationship with music for all children, from the instrumental players to the listeners, singers and composers. By placing equal value on all aspects of music, we strive to support children to develop musically across the three pillars of progression referred to in Ofsted's Music Research Review (2021); technical, constructive and expressive.

Our ambition is that every child moves on to secondary school feeling that they had an opportunity to express themselves through music and explore their creativity; understanding that hard work, dedication, and perseverance have a positive impact on progress, and feeling that they were fully celebrated by friends, family and our school community at every stage.

Music in the Early Years Foundation Stage



Music in the early years at Barlby weaves a remarkable tapestry in the developmental journey of our youngest musicians. It acts as a powerful tool for linguistic development, enhancing vocabulary, syntax, pronunciation, and intonation. We understand that beyond language, music enriches cognitive, emotional, social, and physical development, fostering holistic growth. By incorporating music into our children's lives from nursery onwards, we are laying the foundation for a harmonious and comprehensive experience.

The foundation stage music programme is designed by our music specialist with support from our EYFS lead and draws upon a variety of resources including the 'Sing Up' Scheme of Work. It uses appropriate recorded music with careful consideration of lyrical content for our younger children. It aligns with the Development Matters objectives (Communication and language, physical development and expressive arts and design) and supports EYFS adults in engaging all young children with music, including a variety of adult-led and child-initiated activities delivered through planning and play.

We offer a range of opportunities to engage in music making which do not solely rely upon adults leading music sessions. Adult led music sessions are extremely important and are delivered weekly for 30 minutes, however they are not the only opportunity for children to engage in music making. Child led music making and children's individual musical interests needs are valued, responded to, and nurtured. Resources are readily available for children to access within their learning environment and children also enjoy an outdoor piano in the EYFS area. Specific instruments used during curriculum time are available during that week for children to further explore and further their interests. In this way music is seamlessly intertwined with play.

We have a separate Early years and KS1 singing assembly weekly and perform a musical show three times a year for parents and carers where they celebrate their achievements and musical talents (Early years nativity, Easter Bonnet Parade, and Graduation). They also take part in our musician of the week assemblies and performances throughout the year. Further to this, we document and share children's music making through 'Tapestry', a secure online journal where parents and carers can be on a musical journey with their children as they grow and develop.

The foundation stage hear professional live percussion music during their visit to the Lyric Theatre in Hammersmith to see 'Father Christmas'. They also attend whole school music assemblies when we have guest musicians and teachers performing in school (Samba workshops, Keyboard assemblies).

Transition- Within early years music, children will learn to listen attentively, move to and talk about music, expressing their feelings and responses. Children will sing within small groups or on their own, increasingly following pitch and the melody. Within the indoor and outdoor environments children will explore and engage in music making and dance, performing solo or in groups and have musical instruments and props at hand to support free play within music. Children explore different instruments, naming them and learning how the different instruments are played. As they then progress through the school they build on this strong foundation and continue their musical learning journey through singing, instrumental learning and exploring the interrelated dimensions of music.

KS1 and KS 2 Curriculum

The KS 1 and 2 stages music programme is designed by our music specialist and draws upon a variety of resources including the 'Sing Up' Scheme of Work and 'Ocarina Workshop'. Lessons are delivered by a music specialist and timetabled into the school curriculum for every year group from year 1 to year 6, receiving an hour per week for each class. We challenge barriers to instrument learning through providing whole class instrument lessons on glockenspiel, and ukulele over a number of years to allow children a degree of confidence and competency on an instrument. This has been incorporated into the curriculum for Years 3, 4, 5 and 6, following the of the Model Music Curriculum (DfE) 2021 guidance. We also introduce the ocarina in year 3 as a part of the whole school instrumental programme and children have the option to progress on this pathway through our 'Ocarina Ensemble' which we run free of charge to all children in KS2 if they wish to join.

Our current curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences.



- Whole class instrumental
- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Over time, children will be taught to sing fluently and expressively, and play tuned and un-tuned instruments accurately and with control. They will learn to recognise and name the inter-related dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions and to discuss their response to listening and appraising music using musical terminology.

The progression of skills is largely based on the new Model Music Curriculum published recently and shows the skills that are taught within each year group and how these skills develop year on year, to ensure attainment targets are securely met by the end of each Key Stage.

We follow a spiral curriculum model, where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks, and doing more simple tasks, better, as well as developing understanding and knowledge of the history of music, staff and other musical notations as well as the inter-related dimensions of music and more.

In each lesson, children participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies, from independent tasks, paired and group work as well as improvisation and teacher led performances. Lessons are hands on, and incorporate movement and dance elements, making cross curricular links when relevant.

Visits from musicians to the school, and trips to experience live music are organised throughout the year. The school works closely with the Tri-Borough Music Hub and Royal Albert Hall to enrich the musical lives of our students through involvement in various musical projects, such as RBKC Town Hall massed choir events, Convo and Music Makes Me, Albert's Band project, Infant Voices Festival and Inspire Works. The children greatly benefited from the expertise and musicianship of professional instrumentalists and vocalists from organisations including the English National Opera,

Paid instrumental lessons are available for students through Soundsteps Music and Clubs Complete. We are currently offering a range of instrumental music lessons and clubs.

The impact of our curriculum is constantly monitored through both formative and summative assessment opportunities. Many of the half termly units of work end with performance opportunities which are videoed to support summative assessment as well as encourage children to peer assess, self-assess and evaluate individual progress and 'progression snapshots' are timetabled in to the curriculum.

Our curriculum aims to equip our students with a range of skills to enable them to succeed in their secondary music education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of our curriculum is that children will;

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed
- Understand the ways in which music can be written down to support composing and performing activities
- Demonstrate and articulate an enthusiasm for music and be able to identify their own musical preferences
- Meet the end of key stage expectations as outlined in the National Curriculum for Music



A SINGING SCHOOL

Singing is the golden thread in early years and KS1. The 'Sing Up' scheme of work is singing rich, and is complemented with additional singing resources from 'Out of the Ark', Charanga and the Tri-Borough Music Hub. Every music lesson across all phases includes some form of singing on a weekly basis. Clear progression for singing is outlined in the progression of skills document which follows the suggestions in the Model Music Curriculum (2021). Children are encouraged to think of their voice as an instrument, like any other instrument, and one they carry with them for life.

Children have the option to join an un-auditioned choir (free of charge) which takes place weekly and leads to termly performances in and out of school. Two singing assemblies are held weekly (Early Years and KS1 and a separate assembly for KS2). Performances of the songs learnt in singing assembly take place weekly as a whole school, at the end of each class assembly and class assemblies include a class performance of a song linked to their assembly topic. All teachers (male and female) sing with the children in these assemblies, so children often hear a variety of voices to inspire them. Singing is further enhanced by our partnership with the Tri-borough Music Hub. Different groups of children regularly take part in massed choir rehearsals and performances at various points of the year. (Christmas Festival, Infant Voices performance, Royal Albert Hall performances- support session from the English National Opera)

EXTRA CURRICULAR AND PERFORMANCE OPPORTUNITIES

- Weekly rehearsal for our Key Stage 2 choir (no cost to children- access to all) with regular performance opportunities (Assemblies, local area, community events)
- 2 Weekly singing assemblies
- Song of the week listening activity linked to PSHE question of the week assembly
- Ocarina club to provide further pathways whole class instrumental lessons (no cost).
- 'Barlby Band' to support ongoing progress with instrumental lessons and whole class instrumental (no cost).
- Achievement assembly performances- showcasing performances from the music curriculum lessons
- Class assembly singing performances
- Christmas productions Early years and KS1 and separate KS2 performances
- Year 6 production annually- singing featured strongly
- Barlby's Got Talent (no cost)
- 'Soundsteps Music' group keyboard lessons.

Music features three times a week for the whole school community through a singing assembly, through the 'song of the week' attached to the school's question of the week assembly and through a class assembly; We make sure there are a number of enriching musical experiences throughout the year to broaden children's understanding of a variety of styles and genres of music from all around the world and across generations and to help familiarise them with different instruments, how they sound and are played, including the voice; we encourage our students to explore the social impact of music making to help them think about the ways in which music connects to our own identities and is important to others in numerous similar and different ways; Over the academic year music is celebrated with our community regularly, through our social media platforms and upcoming events and opportunities are shared with our families, promoting the rich musical life of the school. Aspirations are set to a high level, with regular opportunities for children to achieve and be recognised in achievement assemblies - musician of the week, individual musical performances, class performances, choir performances. We have recently introduced 'Music Week' where assemblies and social media are dedicated to the subject. Our most recent PSHE question of the week linked to music was 'can music be our medicine?'. Children were encouraged to discuss the question amongst peers and with adults in the school and to reflect on it, sharing their opinions with the wider school community in an assembly at the end of that week.

EXTERNAL PARTNERSHIPS

- Soundsteps Music



- Tri-Borough Music Hub
- Royal Albert Hall
- Inspire Works
- Ocarina Workshop
- Musical Mondays
- English National Opera
- The Lyric Theatre

We connect our children to outside agencies to further their musical ambitions wherever we can, through strong ties to the local music hub, the Nucleo Project, the Royal Albert Hall, Soundsteps Music, Inspire Works and our local area. Relationships we have formed with these organisations have gifted us with opportunities to perform at world class venues such as the Royal Albert Hall. We are also working on a composition project with the English National Opera in year 4.

Inclusion

At Barlby primary school music education focuses on ensuring that all students, regardless of their backgrounds, abilities, or disabilities, have equitable access to music learning and participation. This approach aims to foster an environment where every child feels valued, supported, and included in music-making activities.

Some of the strategies we use to include all children are:

- Providing multiple means of engagement by offering diverse activities that cater to different interests and motivations. Allowing access to a range of activities such as singing, instrument playing, music and movement, listening, speaking about music and performing individually and in groups, can appeal to a wide range of students.
- Present music concepts in various ways, using visuals, audio recordings, hands-on activities, and technology to accommodate different learning styles.
- Allow students to demonstrate their understanding and skills through different formats, such as performances, compositions, or multimedia projects.
- Incorporate music from various cultures and backgrounds into the curriculum to reflect the diversity of the student population. This approach not only validates the cultural heritage of students but also enriches the learning experience for the entire class.
- Integrate social and emotional learning principles into music lessons to support students' emotional well-being and social skills. Group music-making activities can promote teamwork, empathy, and communication among students.
- Adaptation-Tailoring instructions to meet the diverse needs of learners by providing simpler musical pieces for beginners or more challenging tasks for advanced students ensures that everyone is engaged at their level and having an understanding that some children may not be strong singers however they may be very talented composers and so on.
- Collaboration and Peer Support through group projects or ensemble performances. Peer tutoring within lessons and extra-curricular clubs can also support learners with special needs, facilitating a supportive learning community.
- To always seek ongoing professional development opportunities on inclusive practices and utilize available resources, such as adaptive music technology or specialized training, to enhance teaching.



- A sense of creativity in the way we teach all types of learners can significantly enhance their music education experience, fostering a more inclusive, diverse, and vibrant school community.
- Working closely with the SENCO and specific one to one members of staff to gain a deeper understanding of children's needs.
- Providing a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers.

Specialist Resource Base for Autism - The Orchard

Our Autism Resource Base provides children the opportunity of accessing the curriculum and social opportunities offered by the mainstream school, with the support of autism specialists and an environment which enables small group learning alongside and/or in addition to the regular classroom. We adopt the same approach for music learning. The three Orchard classes access a specialised music lesson once a week and also join the mainstream music lesson for the year group to which they are attached. We appreciate that it is desirable for pupils to come together in group music-making activities, such as singing and playing together, but some of our children may get more satisfaction from individual practical work and composing activities.

To promote security and aid organisation, visuals are used to show sequences of activities and shared signals are developed so that pupils can convey their understanding, uncertainty or need for help. A number of different activities are designed in the music lesson, such as singing, moving, playing instruments and composing. Physical involvement is an important aspect of music learning. Action songs and rhymes, moving or dancing at the same time as singing, all help pupils to begin to internalise rhythmic and pitch concepts.

Support from additional adults is planned to scaffold pupils' learning, allowing them, increasingly, to work independently. Additional adults are clear about the learning objectives and understand the lesson content. In music lessons children are given opportunities to initiate and direct projects, with support as appropriate, and involved as equal contributors in class. Advice is sought from the SENCO, a speech and language therapist, local authority advisory staff, and/or the pupil themselves on the best way of using such communication modes in lessons.

At Barbly we engage families and caregivers in the music learning process which extends the benefits beyond the classroom. We currently have two children from the Orchard who attend our mainstream school choir and historically, Orchard children have joined our choir out of choice, to continue with their musical journey.

The Orchard children take part in all whole school assemblies and performances, including their very own song using Makaton in the Christmas shows. The Tri-Borough Music Hub supports us with opportunities for our Orchard children, who have performed in both 'Convo' and 'Music Makes Me' at the Royal Albert Hall. Our dedicated team of Orchard specialists cater to all the needs of the children preparing them for large scale events such as this. Engaging with families and caregivers is a crucial aspect of this.

With the right support and approaches, music can be a powerful and enriching educational experience for students with autism, fostering their growth, development, and enjoyment.