



## **BIDSTON AVENUE PRIMARY SCHOOL**

### **MUSIC SUBJECT POLICY November 2025**

Approved by the Governing Body of Bidston Avenue Primary School

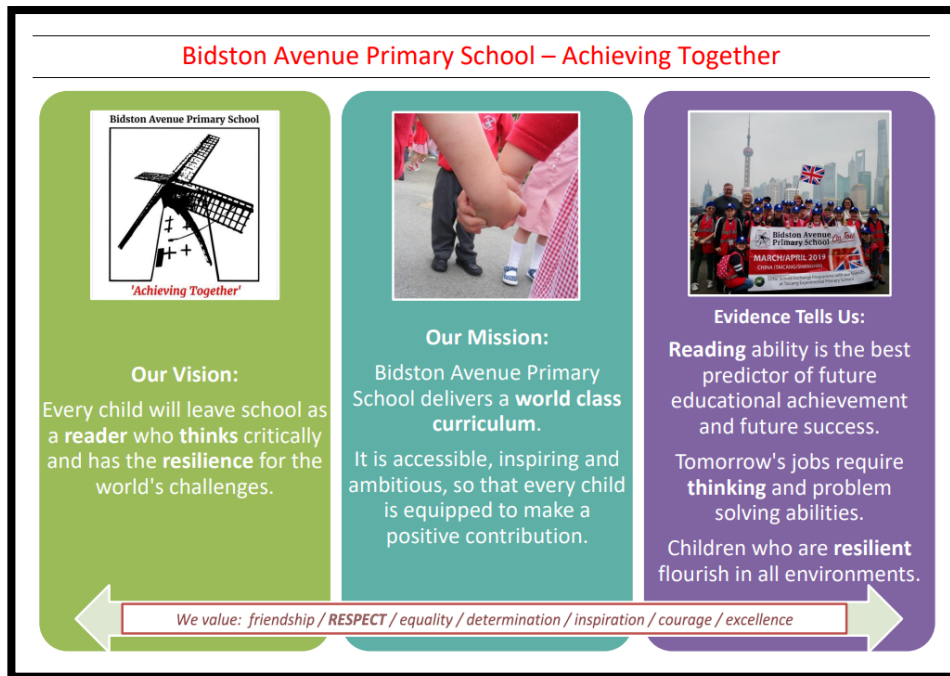
Autumn 2022

Updated November 2025

Signed: \_\_\_\_\_

Cllr George Davies (Chair of Governors)

## Bidston Avenue Primary School – Achieving Together



### Intent

#### Purpose

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.

#### Aims

All pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

All pupils learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

All pupils understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### Supporting our Vision

We believe that the opportunity to engage in musical experiences is fundamental for the development of the whole child. Our curriculum (which is built around the Charanga Music School programme) ensures that our children gain a deep understanding of what music is through listening, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. This broad diet encompasses everything from Albinoni to Adele, developing an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey.

Through quality first teaching children work together, embrace other cultures, explore emotions, develop a clear understanding of musical terminology and how to read and respond to musical notation.

Our curriculum develops all aspects of a child's learning from the physical action of using an instrument to the mathematical skills needed to keep a pulse. As a school, we seek to nurture every child's love of music both within and outside of school, offering an after-school club and opportunities to perform for different purposes and a variety of audiences, creating memories to last a lifetime. This helps children to achieve excellence and aspire to greater things.

**'Music is a more potent instrument than any other for education' Plato**

## The drivers that shape our curriculum



### Reader

Through our music lessons we aspire to further develop children as a reader through the exploration and understanding of lyrics, deepening their knowledge of subject-specific vocabulary and musical notation. They learn to decode signs and symbols and begin to understand what they represent which also develops musicality. Music can improve speech and [reading skills](#) by increasing children's ability to distinguish between [different sounds](#) and understand the patterns of language. This is key skill in the process of becoming a confident and successful reader.



### Thinker

Music lessons expose children to many different genres and composers enabling them to listen and appraise, sharing their opinions and making choices. Lessons are an interactive process whereby children can compose, rehearse, practise, perform and evaluate. Children use inference and deduction skills to reflect on lyrics and sounds. Children can express their creativity through movement, composition and performance. Music education boosts fine motor skills, promotes memory and nurtures critical-thinking skills.



### Resilience

Music can be used as a powerful tool in developing the skills necessary for resilience. Music lessons allow children to challenge themselves with new concepts such as learning an instrument and performing to an audience. This enables children to develop self-confidence, patience and determination. Music lessons unite children and enable them to develop positive energy which improves social connections through shared experiences. This promotes teamwork and problem-solving skills which are key in developing resilience.

### Supporting our Values

In all we do, we promote the following values

- **Respect**
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality



### Opportunities for promoting acquisition of Cultural Capital

In Music we empower all children and encourage them to achieve their goals, become successful and rise up the social ladder regardless of their starting point. We recognise that for children to aspire and be successful academically they need to be given rich and sustained opportunities to develop their cultural capital. This is achieved through accumulation of behaviour, knowledge and skills to make a valuable contribution to society. We provide a range of opportunities to explore music from a variety of cultures, eras and genres and create an ethos where children can give their opinions in a safe environment where mutual respect is promoted. Children are encouraged to express their creativity through improvisation and composition using both their voices and instruments with increasing confidence and control. Activities such as performing in an ensemble, during lessons, assemblies, church performances and choir, enhance essential skills such as turn taking, collaboration and confidence. Further to this, children are offered wider musical experiences such as West End theatre trips, performing for the local community, instrumental lessons (violin, ukulele, guitar) and weekly choir sessions with a music specialist. The choir has performed at a variety of events

many of which raise vital funds for the local community and charities such as Radio City Cash for Kids (performed at the Liverpool Anglican Cathedral) and The Concert for Peace (which raised money for Doctors without Borders). All of these musical opportunities allow children to achieve excellence and aspire to be the best they can be both in the classroom and beyond.

Article 29-your education should help you to use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

### **Implementation**

Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.

In ensuring high standards of teaching and learning in Music, we implement a curriculum that is progressive throughout the whole school.

Planning for Music is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Music 2014' and, Music in the Early Years Foundation Stage.

Teachers plan the learning journey together to ensure full coverage and progression of the Music curriculum is achieved.

### **Planning**

Teachers use the Charanga Musical School Scheme (F2-Y6). This provides teachers with week-by-week lesson support. The 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.

### **Teaching and Learning**

Music lessons happen once per week in each class. In each lesson children are exposed to a variety of musical genres, they have the opportunity to listen and appraise music and sing or perform. There is whole school singing assembly for KS1 and KS2 weekly. Whole class Ukelele lessons are at present given in Year 3. Strings and Drum lessons are available for the children 1:1 or in a small group. These are provided by the school Music Service. Seasonal productions also take place, which including singing and performing. Children with an individual SEN plan will have their needs met if musical provision is needed.

### **Subject specific SEND Scaffolding**

That the teacher has the highest possible expectations for all pupils in their class, including pupils with SEND.

That all teaching is built on what your child already knows, can do and can understand.

That different ways of teaching are in place, so that your child is fully involved in learning in class.

That a range of strategies are used to support your child in their learning.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

### **Links to other subjects/curriculum areas:**

- **Phonics**- listening to sounds, describing what can be heard and exploring rhyme.
- **English**-summarising and inferring the meaning of lyrics, exploring vocabulary used in response to musical stimulus.
- **PE**-moving in response to music in dance and gymnastics, and using this to explore and express emotions around music.
- **Science**- investigating sound, the way it is made, the way it travels and the science of pitch and volume.
- **Maths**- using songs and rhymes to learn tables and number facts.
- **Mandarin**- sounds, chants and rhymes used to enhance learning.
- **Geography**- songs and chants linked to protecting the environment.

### **Experiences every child should have:**

- Sing and perform alongside peers to a large audience, through school productions.
- Learn to play a musical instrument over a period of time and be given the opportunity to develop this further if desired.
- Create and perform songs using a variety of instruments and technology.
- Exposure to a range of composers and musicians.

### **Organisation**

#### **Foundation Stage**

Music in foundation stage helps to develop communication and language, physical development and expressive arts and design. Staff in F2 use the Charanga scheme and deliver weekly sessions. Children explore and with a wide range of media. We understand the importance of the frequency, repetition and depth of their experiences are fundamental to their progress.

#### **Years 1-2**

The children follow the scheme Charanga. Lessons are delivered each week following the music long term plan.

#### **Years 3- 6**

The children will follow the Music Scheme Charanga. The units they cover are outlined clearly through the scheme. See Long Term Plan Appendix 1.

Year 3 have their music taught by a peripatetic music teacher, allowing the teachers to develop their subject knowledge and children to learn to play an instrument.

### **Parent Partnership**

Parents are invited to seasonal performances and encouraged to support children at choir performances.

### **Roles and Responsibilities**

#### **Subject Leader**

- Support the confidence and skills of general class teacher.
- Organise and maintain schemes of work, resources, record keeping, tracking of musical learning experiences and guidance for differentiation.
- liaise between key stages
- maintain contacts with those people outside school who are able to give advice and/or support e.g. Wirral Schools Music Service, musicians who can work with the children in school
- Attend courses and meetings.
- Organise INSET where appropriate to the whole staff or individual members.
- Promote extra-curricular activities as an extension to class work and to forge links with the wider community e.g.: carol concert at St Bede's Community centre, St James and other carol concerts.
- Organise the provision of progressive instrumental teaching for every child who would like it at a reduced fee where necessary.
- To be enthusiastic about Music giving it a high profile and promoting high achievements.
- Monitor and evaluate and advise on the teaching of Music in Early Years.

#### **Class Teacher:**

- To plan, deliver and assess Charanga, ensuring coverage of statutory requirements by following the National Curriculum.
- To ensure children are taught how to play musical instruments properly and every care is taken to avoid injury.
- To create and uphold community links where possible – the school regularly take part in local concerts/festivals/church services.
- Promote a love of music in the children.
- Identify gifted and talented musicians and nurture their skills.

## Impact

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the Music curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

## Assessment

**Informal continuous assessment of the progression in Music will be part of the normal teaching process to ensure progression and continuity.**

Formative assessments will be made during lessons and reported to parents at the end of year report. Records are kept on lesson planners and are recorded 'by omission' (i.e. assume the majority of the class has achieved the objective and only note those who require further support and those who succeed beyond expectation).

Summative assessments take place at the end of each year when a 'best fit' judgement is made about the level of attainment of each child, as assessed against the level descriptors of the National Curriculum.

## Evidence includes

- Examples of written work e.g. graphic scores and other forms of musical learning some of which are recorded in Music Books
- Photographs stored in the Music file on shared area
- Programmes of performances
- Videos of lessons
- Examples of musical achievements e.g. graded tests, ensemble/choir membership which are organised seasonally (Christmas and for the Summer music festival)

## Monitoring

The Music subject lead is responsible for monitoring the standards of children's work and the quality of teaching.

The lead supports colleagues in the teaching of Music by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for Music identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

## Monitoring and Review

The Music subject lead is primarily responsible for monitoring the implementation of this policy.

This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee.

The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

## Governor Approval and Review Dates

This policy is to be monitored by SLT and reviewed when changes are made.