BARCROFT ACADEMY

Unlocking potential today for a brighter tomorrow

Music Policy
2026 - 2028

LIGHTHOUSE MULTI ACADEMY TRUST

Written by:	**Mrs E. Eden**
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Headteacher : *Mrs G. Locke* **Chair of Barcroft Academy Governors: *Mrs R Fuller***	*G Locke* *R Fuller*

Music plays an important part in helping children to feel part of a community. At Barcroft we recognise the importance of music as a means of personal expression, reflection and above all enjoyment. We provide opportunities for all children to compose, perform and enjoy music, and to develop the skills to critically appraise and appreciate a wide variety of musical forms, genres and styles.

Aims

Our aims of music teaching are based around the three main musical elements Performance, Composition and Listening, these will enable children to:

- Know and understand how sounds are made and then organised into musical structures:
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Learn and develop skills to play a variety of instruments; and
- Develop the interrelated skills of performing, composing and appreciating music.

Music should look to build children's self-esteem, confidence and self-discipline.

Objectives

- To enjoy and appreciate music throughout their lives.
- To develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
- To gain an understanding and compose music
- To perform as a soloist and as part of a group.
- To communicate musical ideas to others.
- To improve instrumental and vocal techniques.
- To listen and appraise, exploring a wide range of different genres.
- To be able to sing and play in a variety of styles from memory.

Teaching and Learning

At Barcroft Academy we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Class teachers follow the 'Sing Up' programme for their year group which focuses on building children's confidence in singing and playing, composing and improvising, listening and appraising.

Our teaching focuses on developing the skills needed to play and perform using different instruments, listening to and evaluating high quality recordings and live performances as well as improving children's ability to sing songs from memory and in tune as part of a group or as a soloist. Through singing songs, children learn about the structure and organisation of the music. We teach them how to listen, appreciate and evaluate different forms of music, and as the children get older, we expect them to concentrate on extended musical pieces for longer and to discuss the pieces with developed vocabulary. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them both standard and non-standard notation and how to use these to create, compose and improvise their own music.

In all classes we recognise that there is a wide range of different musical abilities. Therefore we have created suitable learning opportunities for all children to learn by differentiating the task based on the child's ability. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty for both performance and compositions (not all children complete all tasks);
- Whole class singing opportunities with the use of Makaton which every child can take part in
- Providing resources of different complexity depending on the ability of the child; and
- Using teaching assistants to support the work of individuals or groups of children.

Curriculum

At Barcroft Academy we ensure that we follow the aims and objectives as set out in the National Curriculum. The school follows the attainment targets and relevant programmes of study for music and covers the relevant subject content for each key stage as a basis for planning, schemes of work, evaluations and assessments.

The national curriculum for music aims to ensure that 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.
- 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.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

Key Stage 1

Pupils should be taught to:

- ✓ Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ✓ Play tuned and untuned instruments musically.
- ✓ Listen with concentration and understanding to a range of high-quality live and recorded music.
- ✓ Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

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.

Every child from year 1 to 6 gets the opportunity to learn different instruments, perform as part of a group and as a soloist. The children are exposed to, listen and play a range of music from different genres, cultures and styles. Children from Year 1 to 6 have a weekly Music lesson taught by their class teacher

Instruments the children learn:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Glockenspiel	**Glockenspiel**	**Recorder**	**Ukulele**	**Cornet**	**Keyboard**

Early Years

Early Years use both the September 2021 revised Development matters/ Birth to 5 plan and modules from Sing Up's curriculum to plan lessons led by an adult. Children are also able to explore a range of independent activities through play and continuous provision for music. Lessons are taught discreetly once a week from nursery up to reception.

There are many opportunities for the teaching and learning of music within the Early Years, particularly within creative development. Pupils are taught to:

Nursery: 3-4 years

- Listen with increased attention to sounds.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

Each week class teachers follow the objectives set out by the Development Matters from nursery up to reception, to ensure the foundations of music are solid and ready to be built upon as the children move through school. Children are also introduced to weekly nursery rhymes from which provides many benefits such as children being introduced to new words, recognise sounds and improve their fine and gross motor skills.

In Reception the children follow Sing Up's music curriculum focusing on the pulse, dynamics and timbre. This allows the children to explore the musical features through a range of songs and activities. They also develop their previous knowledge on percussion instruments and begin to explore how tempo, pitch and dynamics can be used with instruments. Music being introduced from an early age can have many benefits such as contributing to a child's personal and social development. Children spend time listening to a range of different genres, culture, singing songs and exploring their creativity by composing their own music to perform. They also have the opportunity to perform these skills by joining in with whole school singing and nativity performances.

Children in early years have a weekly discreet music session taught by t their class teacher. Nursery are taught in small focus groups which lasts around 15 - 30 minutes. Reception receive an hour lesson weekly taught by their class teacher.

Homework Projects

Every year group from Year 1- 6 will have a Music project linked to their current topic to develop curiosity for a particular area of Music. These homework projects are celebrated in school and photographs are recorded in the class books.

Cross-Curricular Links

Music in Barcroft Academy, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of Literacy (language skills, rhythm, rhyme, research, creative writing, communicating ideas), Maths (patterns, sequences and processes), dance, art, ICT (composing, notation, research, use of iPads and recording for assessment), and PSHE (reflecting, listening, creating, performing).

Assessment and Recording

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We assess children's knowledge and understanding weekly by questioning, listening and observation of performance in class as an on-going process. Evidence is recorded as audio/visual recordings of performances and group work.

Records of progress in Music:

- Each class from Year 1-6 has a Music folder and audio/video files are kept of children's work as evidence electronically using Sway.
- Each year group has a big picture sheet with the Learning objectives.

• At the start of each term, children complete a prior learning quiz which is used to gain an understanding of what the children already know.

• Throughout each topic, the children complete short listening quizzes to show their knowledge and understanding of what has been taught in Music.

•At the end of each term children complete an end of unit quiz which is used to see how children have developed and what areas need to be focused on going forward to the next term.

• Homework Projects are celebrated in the year group Class book.

Performances and Extra-Curricular Activities.

In the Spring term, children from years 3, 4, 5 and 6 will be given the chance to perform any talent they have in "Barcroft's Got Talent". This will be supported by teaching staff and parents will be invited to performances. Throughout the year, children will be given the opportunity to showcase their instrumental and ensemble pieces in dedicated performances in front of parents and the school.

Singing will be showcased through class assemblies, Trust concerts and choir singing events. Each Christmas, Nursery and Reception will perform a nativity production where the children will have an opportunity to showcase acting, singing and dancing skills to an audience of parents, children and staff.

As part of the Lighthouse MAT, the children also have the opportunity to take part in the music quizzes, choir concerts and Lighthouse Got Talent held at various points during the year at Walsall Arena or Bescot Stadium

Throughout the year, the school choir will be given the opportunity to take part in various performances such as performing at Bescot Stadium, local care homes, MAT concerts and any extra musical opportunities provided by Walsall Music Education Hub.

In the summer term, the children in year 6 will take part in a production. The class will be given a range of songs and dialogue to learn and perform on stage in front of parents and teachers. The class will produce the costumes and props, learn lines and work on performance technique to build up to performing in front of parents and staff at Barcroft Academy.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of our commitment to equality. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted and Talented, EAL and children identified with a Special Educational Need (SEN).

Role of the Music Subject Leader

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
- To update and administer school music curriculum across school.

- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended to SLT.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy as required (outlining the aims, objectives and philosophy involved in music)
- To organise concerts for children to attend and organise concerts and workshops for children in school
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
- Represent the school at external meetings and events in relation to music

Health and Safety

- Instruments are put away carefully after each session unless on display or in use the music room.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the Music Subject Leader.

The Music Subject Leader. has specially-allocated, regular management time in order to review evidence of the children's work on Sway, update assessments, review action plans, and speak to pupils about their views on music.

The curriculum leader will undertake lesson observations of Music teaching across the school to monitor the quality of teaching and learning and progress and attainment in Music.

This policy is monitored by Barcroft Academy Governors and will be reviewed in two years, or earlier if necessary.

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