



# NORTHSIDE Primary School

## Music Policy

Last review: February 2024

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### Rationale

We want to ensure that each child at Northside Primary School has the opportunity to develop musical skills, knowledge and understanding, which will foster in them a lifelong love of listening to, talking about and creating music.

### Key Principles

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study.

### Northside Values

- RESPECT** to value our different cultures, the wider community and the musical resources within the school.
- PRIDE** to have confidence in our musical abilities and to share our talents through performances; celebrating successes
- INCLUSION** to work together with families and our diverse community to become life-long musicians and appreciative of all genres of music.
- CHALLENGE** to have high expectations of ourselves so we achieve our best
- CREATIVITY** to creatively express our feelings and ideas
- RESILIENCE** to develop life skills so we fulfil our potential

### In Practice

#### Key stage 1

Pupils are 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 are taught to

- sing and play musically with increasing confidence and control

- 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
- use and understand staff and other musical notations
- listen with attention to detail and recall sounds with increasing aural memory
- 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.

### **Early Years**

In Early Years, Music is valued as an important aspect of developing a child's activity and helps to develop other important features of their holistic attitude to learning. The children should have the opportunity to explore the sounds of instruments and to make instruments from everyday materials.

Singing is the most natural way of making music and the young child's musical ability will develop when they have regular opportunities to learn a repertoire of rhymes and songs and listen to a range of music. Children are encouraged to listen to a variety of music in order to improve their listening skills and through moving to music where appropriate, their co-ordination will improve.

### **Music in the classroom**

In addition to specific music lessons, children experience music activities within the classroom, including the use of instruments and singing. Music is involved in many areas of the curriculum, as part of our commitment to a creative curriculum. These include:

English:	creative writing, after listening to a piece of music, speaking and listening, using the voice in a variety of ways
Art:	responding to a piece of music by creating art works inspired by the music
PE:	a whole range of different styles of dance and movement
D&T:	instrument-making
Geography:	studying music from around the world
History:	studying music from different times in history
RE:	listening, identifying & participating in music associated with religious festivals
MFL:	learning songs in French lessons

### **Music in assemblies**

We have weekly music assemblies where the children listen to and learn a range of songs. In addition, a weekly piece of music is played at the start and end of every assembly. A board in the hall is used to provide details of the music and composer, along with questions about it that will interest the children.

### **Clubs and Instrumental lessons**

These comprise a choir for KS2 pupils, KS2 Djembe club (African drum) and singing club for KS1. The choir visit a Care Home at Christmas to sing to residents, attend Voice in A Million choral concert at Wembley SSE Arena, and sing to shoppers on the high street and at school events. Visiting music tutors from BEAT (Barnet Education Arts Trust) teach pupils piano, guitar, ukulele, djembe, violin and singing – ten lessons per term. The child's family pays the cost of lessons, and financial support is available to those on pupil premium. Children in care are offered lessons, the cost of which is covered by BEAT. Pupils can be entered for Associated Board examinations.

### **Equal Opportunities**

At Northside Primary School we know that all children are musical. Whilst planning, the teacher ensures that children in the class have equal access to the music curriculum. Provision and organisation of resources in the music room and hall also promote equal access. In addition, the Schemes of Work attempt to represent the work of performers and composers from different times, cultures, sexes and races, to promote positive role models and balanced perspectives about music and musicians for all children.

Pupils with particular aptitudes in music are encouraged to enhance and extend their abilities by taking part in: music clubs, choir, instrumental lessons, groups formed for concerts and performances (both in school and for the London Borough of Barnet), opportunities to pursue talents and abilities in the areas of African drumming, ukulele, Music/ICT and popular music.

Music teaching at Northside follows the principles of our Teaching and Learning Policy. It seeks to meet the needs of children with different learning styles. Music has a particularly positive role to play, in that it is enjoyable and engaging for all children, and can support children with different needs very readily.

### **Resources**

The resources can be divided into the following areas:

- percussion instruments (includes pitched and unpitched percussion and instruments from a range of different cultures)
- electronic instruments (electronic keyboards)
- stringed instruments (ukuleles)
- computing resources (comprising appropriate software on computers in the ICT suite, I pads or laptops)
- a range of drums from different cultures
- two pianos

It is also recognised that children, parents, staff and other adults are potential resources for music representing different cultures, countries and times: we strive to make full use of such a valuable resource.

### **Events and visits**

Musical performances play an important role at Northside Primary School. These include Christmas and end of term shows/concerts, class assemblies and the annual Northside Music Festival, celebrating the range of music activities present in school: choral, instrumental and compositional.

The school also contributes to events connected with the London Borough of Barnet. These include concerts at Finchley's 'Arts Depot Theatre', the Barnet Music Festival and Infant Music Festival. We also attend the choral event VIAM (Voice in A Million) at the Wembley SSE Arena. When appropriate, visits are organised to concert/performance venues in order to enhance the music curriculum and engender a lifelong affinity for music and the Arts. We arrange for musicians and dancers to visit the school and work with the children, including percussion experts and dancer.

### **Monitoring and Evaluation - role of subject leader/music teacher**

- To implement the Scheme of Work
- To ensure lessons are evaluated and pupil progress is monitored and assessed, these assessments forming the basis of the next steps in pupils' learning
- To support teachers reporting pupils' progress to parents/carers
- To budget for materials to support the Scheme of Work/learning
- To be a model of good classroom practice in Music
- To attend Music Network Meetings and Training within the London Borough of Barnet
- To co-ordinate INSET according to staff and whole-school needs
- To be involved in Borough curriculum Music groups and projects
- To keep abreast of current educational research and publications in the field of Music
- To contribute fully, as required, to London Borough of Barnet initiatives