

Music Policy

Intent

At Baldwins Gate, we shape our Music Curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge, and skills; and for the children to develop a love for music. The National Curriculum for music aims to ensure that all children:

- Perform, listen to, review, and evaluate music
- Be taught to sing, create, and compose music
- Understand and explore how music is created, produced, and communicated

Children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, improvising, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through a structured music programme provided by the expertise of the local Music Service (Entrust), various concerts and performances. The elements of music are taught in the classroom lessons so that children can use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument. At Baldwins Gate, we ensure that music has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, all school years have regular access to specialist Music Provision; from singing and chanting in Key Stage 1, to comparing the similarities and differences in composers and musical instruments in Lower Key Stage 2, through to debating music around the world in Upper Key Stage 2 advancing on to notations, key musical vocabulary and reading music. Each Year Group has the chance to learn a musical instrument from un-tuned percussion to full set-Samba Bands. They also have the chance to perform in concerts within school and showcase their talents on instruments and using their voice. Baldwins Gate pupils have access to the following instruments during their time at school – Class Percussion, Chime Bars, Boom Whackers, Glockenspiel's, Ukulele's, Brass, Recorders, Djembe's, and Samba.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children can enjoy music in as many ways as they choose – either as listener, creator, or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse and have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.