

# Granby Junior School



## Music Policy

| Review Date | Approved by | Governor Minute Reference |
|-------------|-------------|---------------------------|
| July 2027   |             |                           |
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**Date: July 2026**

**Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of music at Granby Junior School.

This policy will be reviewed by the Music Co-ordinator in December 2024 or as required by the School Improvement Plan.

## **Curriculum Statement**

### **Intent:**

Music at Granby Junior School has joy, creativity and self-expression at the core of learning. In our school music is an enjoyable learning experience, where children get the opportunity to express themselves through the art of singing, developing key musical skills and knowledge as well as playing and composing music both individually and collaboratively. Throughout their time at Granby pupils will develop key musical skills, as well as learning about the history of music and key composers. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all pupils.

Our aims are to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music

- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

## **Implementation:**

### **Planning of Music**

We understand that music is sometimes seen as a challenge to the non-specialist teachers, and with this in mind, we provide teachers with the resources they need to fulfil the requirements of the National Curriculum by using Charanga as the foundations of our music curriculum.

The award-winning music scheme *Charanga* has been carefully chosen in order to ensure that all children are given the opportunity to cover the music national curriculum whilst at Granby. Charanga gives staff high- quality planning to follow as well as a list of key vocabulary for each key stage and a set of interactive resources available on the whiteboard. This ensures that both musicians and non-musicians have the confidence, professional knowledge and tools to deliver exciting and progressive music lessons. Charanga provides a flexible scheme which allows staff to differentiate where appropriate for all needs and its specific SEND curriculum allows for more personalised teaching where necessary. At Granby, we have adapted the Charanga scheme to suit the needs of our children. The scheme has been carefully adapted for all year groups to ensure that as children progress through school, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a wide range of high-quality pieces of music from different eras, cultures and genres.

### **Teaching of Music**

At Granby Junior School, music should be taught for one hour at least once every two weeks. The lessons should include the key elements of;

- listening and appraising
- the history of music
- musical activities
- singing
- play instruments
- improvisation
- composition
- performing

Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Charanga planning. All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music. During music lessons, pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability. Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.

## **Wider Opportunities through Music Partnership**

In Year 4, the children take part in the Wider Ops programme where all children have weekly music lessons for a term to learn a particular instruments. Within these lessons children are also taught about the inter-related dimensions within music and how to use them effectively when playing and performing. Children are then given the opportunity to display their talent to their parents/carers in an end of unit showcase for their class/year group.

### **Recorder**

In Year 5, the children have the opportunity to further their musical knowledge by learning to play the recorder. The Charanga Recorder beginners unit should be used to teach the foundations of playing the recorder. This should progress onto the more in-depth recorder unit as the children enter Year 6.

### **Musical events and opportunities**

All pupils at Granby Junior School are encouraged to participate in additional musical opportunities to enhance their learning and development, as well to showcase their talent and promote a love for singing and performing.

As a school we offer;

- Opportunities to perform at an audience in school plays, carol concerts and music showcase events.
- A choir after school during the Autumn Term
- An opportunity to perform at the Young Voices Concert at Birmingham World's Resort Arena
- Continuation of wider opportunities through the Derbyshire Music Hub private tuition service

### **Resources**

All staff in school have their own individual login and password to access the online Charanga music scheme. Charanga provides staff with high quality planning which allows them to deliver clear, concise and challenging lessons. For each lesson, Charanga provides staff with adaptable materials such as IWB resources, music, lyrics, key terminology.

To help enhance lessons a range of musical instruments are available in school including; untuned and tuned percussion (such as glockenspiels, drums etc). These are located in the storage cupboard.

The Wider Ops Music programme supplies instruments on loan for Year 4 pupils.

### **Continuity and Progression**

Continuity will be ensured by following the Charanga progression of knowledge and skills document. Each teacher has a copy of these documents to refer to, as well as having access to them online via their Charanga login.

### **Safety**

- All safety issues need to be discussed with the co-ordinator and the head.
- Safety issues related to a specific task are discussed with the children before starting work
- Ensure always that issues of Health and Safety are addressed in the planning and delivery of the music curriculum.
- The teaching staff and the children are responsible for the cleaning of particular instruments after use.

# Equality and Inclusion

Children of all abilities enjoy and benefit from the study of music at Granby Junior School, and teachers are able to adapt teaching to respond to the strengths and needs of all pupils enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used within classrooms/hall/etc as applicable during music lessons. Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability, and those with English as an additional language.

Adaptive music teaching focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled first step examples or focused questioning to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations.

## Inclusion

At Granby Junior School, every pupil is entitled to experience an ambitious, engaging and inclusive music curriculum that inspires creativity, develops musical knowledge and skills, and fosters a lifelong appreciation of music. We believe that every child can succeed in music and that high-quality inclusive teaching enables all pupils to participate, achieve and express themselves through a wide range of musical experiences.

Teachers recognise the diverse strengths, interests and needs that pupils bring to music and use ongoing assessment to identify and respond to individual needs. Through the graduated approach of assess, plan, do and review, teaching is adapted to remove barriers to learning while maintaining high expectations for every pupil. Lessons are designed to ensure that all pupils can access and enjoy music, regardless of their prior experience or ability.

Inclusive music teaching is rooted in high-quality classroom practice. Lessons are carefully planned so that all pupils access the same ambitious curriculum through adaptive teaching strategies that support learning without reducing challenge. These include clear modelling of musical skills, the use of singing, movement, listening activities, visual prompts, practical demonstrations, scaffolded tasks, collaborative performance opportunities and a range of instruments and digital technologies. Reasonable adjustments are made where appropriate to ensure every pupil can participate confidently in performing, composing and appraising music while promoting independence, creativity and self-expression.

Assessment is used throughout lessons to inform responsive teaching, celebrate progress and identify where additional support or challenge is required. Teachers work collaboratively with the SENDCo, families and, where appropriate, external professionals to ensure that pupils receive the support they need to succeed.

Our inclusive approach enables all pupils, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those with additional talents or interests, to participate fully in the music curriculum. By removing barriers, celebrating diversity and maintaining consistently high expectations, we ensure that every child develops the knowledge, skills and confidence to enjoy, create and appreciate music throughout their lives.

# Diversity

At Granby Junior school our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In music, children learn about diversity both in terms of cultural diversity and that of gender. This is shown by coverage of music topics that the children undertaken during their time at Granby Junior School. During music lessons, children should learn about a range of different artists and composers, both male and female, from different cultures and religions (for example – reggae, classical and Bhangra music).

## Impact:

### Monitoring, Record Keeping and Assessment.

Teachers use formative assessment throughout lessons (e.g., observations and assessment) and adapt teaching accordingly to address any misconceptions that may arise. Teachers are expected to annotate the Charanga lesson plan with their assessment notes and keep these in the music file. Within our school, teachers are also encouraged to use a variety of methods to record and assess the teaching and learning of music. This can be in the form of;

- video recordings
- voice recordings
- pictures
- school displays
- written pieces of work.

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the Music Coordinator. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Music Coordinator is to be provided with specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of music teaching across the school. The Music Coordinator monitors the quality of teaching and learning, progress and attainment in music through; pupil and staff voice, lesson observations, recordings of lessons.

## Subject Leader Role

The music subject lead is responsible for raising the standards of teaching and learning in music. This will include:

- overseeing the design and delivery of the music curriculum.
- developing good practice in their classroom.
- co-ordinating and ordering resources and managing the budget.
- monitoring and evaluating resources.
- monitoring planning and the delivery of the curriculum.
- working together with colleagues to raise standards.
- providing stimulus and inspiration.
- ensuring that the policy documents remain useful and current.
- a yearly audit and action plan.
- conducting pupil voice.