



Benthal Primary School

Music Policy

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Content:
Aim
Curriculum
Teaching and Learning
Opportunities for Tuned Instrument Tuition at Benthall
Partnerships
Performance
Assessment
Enrichment & Extra Curricular Opportunities
SEND, Inclusion & Equal Opportunities
Health & Safety Covid-19 Addendum

Aim

The aim of teaching music at Benthall is to enable all pupils to engage with music in a meaningful manner as composers, performers and listeners in a range of styles, classical, pop, jazz, world music etc, through singing and instrumental playing.

The programs of study of the National Curriculum for Music for England are the basis on which music is taught. The consistent and gradual acquisition of music prowess and understanding has been demonstrated to significantly enhance amongst other facets, listening, cooperation, left/right brain interaction, improvement of concentration in all subjects, self-confidence, self-esteem intrapersonal and interpersonal skills.

Music is a universal language that embodies one of the highest forms of creativity.

Benthall Music Curriculum

In Early Years Foundation Stage

In EYFS the musicianship of the children is encouraged and nurtured at these early stages mainly through class and assembly singing, exploring and playing class and playground percussion instruments. The subjects Maths, Literacy, Science and culturally significant periods of the school year amongst many possible themes are further embedded by musical activities such as children learning songs for the alphabet, the seasons, weather, counting, etc. In addition, the Reception & Nursery children receive a weekly music lesson delivered by a music teacher/tutor.

The EYFS child at 60 months

- Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.”
- Distinguishes and describes changes in music and compares pieces of music, eg “This music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”
- Associates genres of music with characters and stories.
- Accurately anticipates changes in music, eg when music is going to get faster, slower, louder, quieter

In Key Stage 1 – Year 1 and Year 2

In KS1, because of the firm foundations achieved in EYFS, the children are amply prepared to engage in the exciting and exhilarating challenges of KS1 music.

All KS1 children receive a weekly music lesson taught by a music teacher/tutor. In these lessons they are introduced to:

- rhythm and pitch
- notation
- have the opportunity to explore composition
- use a wide range of percussion instruments

Pupils are taught to:

1. use their voices expressively and creatively by singing songs and speaking chants and rhymes
2. play tuned and un-tuned instruments musically
3. listen with concentration and understanding to a range of high-quality live and recorded music
4. experiment with, create, select and combine sounds using the inter-related dimensions of music

In addition to weekly music lessons, Benthall KS1 children have the opportunity:

- to visit the Barbican concert hall both in year 1, perhaps for some their first time, and in year 2 to experience an orchestral and vocal concert of live music making given by a leading London based orchestra.
- of joining their first choir, if they wish

In the final term of year 1 and 2 children have the fantastic opportunity to take part in the Hackney Music Festival at the Hackney Round Chapel as members of the KS1 choir.

In Key Stage 2 (Year 3-6)

All KS2 children receive a weekly music lesson taught by a music teacher/tutor. In Year 3 teaching builds on the composing, performing and listening skills inculcated in the preceding learning stages. They also all learn to play the recorder as part of their music lesson. While Year 4, 5 & 6, follow a bespoke and progressive curriculum.

In these lessons KS2 children learn about:

- rhythm and pitch
- understanding the treble clef
- written notation skills
- have the opportunity to explore composition
- use a wide range of percussion instruments

Pupils are taught to:

1. Sing and play musically with increasing confidence and control.
2. Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
3. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
4. Improvise and compose music for a range of purposes using the inter-related dimensions of music
5. Listen with attention to detail and recall sounds with increasing aural memory
6. Use and understand staff and other musical notations
7. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and countries around the world and from great composers and musicians
8. Develop an understanding of the history of music.

Pupils in KS2 are encouraged to join the KS2 choir and take part in the many performance opportunities the school offers. Key Stage 2 children have the fantastic opportunity to take part in the Hackney Music Festival at the Hackney Round Chapel as members of the KS2 choir. In addition KS 2 children have the opportunity to perform at events in and around London for example working with Water City Music and their Music in Schools project ending with a performance in the grounds of the Tower of London

Teaching and learning

The musical elements (pitch, duration, tempo, timbre, texture and structure), adhering to the programs of study of the National Curriculum for Music are taught to all year groups during weekly lessons of up to 60 minutes, depending on the age group, grounded in three strands, composing, performing and listening.

At Benthall 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.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch.

We also teach children how to work with others to make music, how individuals combine together to make sounds and how to compose music to play together.

Opportunities for Tuned Instrument Tuition at Benthall

Every child in KS2 has the additional opportunity to receive individual or small group tuition:

Year 3 – ukulele

Year 4 - Tenor horn, trombone, trumpet, saxophone

Year 5 - flute, clarinet, ukulele, violin

Year 6- flute, clarinet, violin

All these instrumental lessons are taught by professional and experienced tutors provided by Hackney Music Services and are taught on site during the school day.

Partnerships

Benthall has a close partnership with Hackney Music Services and in particular Apollo Music.

Year 4 work with the 'Apollo Music' team with stringed instruments, this is a year-long project ending with a concert at Hackney Empire.

Performance

Children at Benthall have many opportunities to present their burgeoning musical skills. Vocal and instrumental soloists and ensembles take part in the major spring/winter festival celebrations with a parent invited audience and whole school assemblies throughout the school year.

In the final term all children in year 6 produce and perform a musical for presentation to the whole school during the school day and to the parents at an evening performance.

The yearly Hackney Music Festival is a great showcase giving children the opportunity to present their talent and what they have achieved musically from schools across Hackney and where Benthall has participated for many years.

Assessment

Assessment in music at Benthall is of three types: formative, critical listening and summative:

Formative assessment is a continuing process with the teacher correcting, suggesting and illustrating through example where necessary.

Critical listening is where pupils and teachers constructively and with due regard carefully listen to each other's work with a view to considered evaluation and if necessary, offer suitable suggestions for improvement.

Summative assessment can be attained by pupils being entered for their 'grade' exams organised by the ABRSM.

Enrichment and Extra-Curricular Opportunities

In addition to the individual or small group tuned instrument lessons with peripatetic tutors Benthall aims to offer lessons for Keyboards, African Drums, Steel Pans and on a Drum Kit as part of our extended schools offer.

SEND, Inclusion & Equal Opportunities

The teaching of music at Benthall is grounded by the Equal Opportunities Policy and the inclusive ethos of the school whereby every child regardless of race, ethnicity, gender identification, physical ability has the same access to learning and to take part and contribute in and to all aspects of musical life at Benthall.

At Benthall Primary School, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we will provide learning opportunities that enable all pupils to make good progress.

Children will be provided with equal opportunities for participating and communicating their own musical ideas.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

In catering for our gifted and talented pupils we provide them with the challenge and support they need to maximise their potential through teaching and learning activities that specifically cater for their above average musical needs. In this way we offer opportunities for enrichment and extension activities in existing music lessons, and possibly in additional or different lessons.

Health & Safety

The teaching of music at Benthall is a hands and mouths on undertaking in 'normal' times.

In order to continue with our music provision many health and safety changes have been implemented to ensure that risk to infection from the COVID-19 virus is reduced to the most practicable minimum. Whilst the safety of the staff and the children is paramount it is impossible to remove the risk entirely.

Some of the necessary measures needed to reduce risk include those taken from the Department of Education and from The UK Association for Music - Music Mark Covid-19 Assessment Supplementary Risk Guidance Document in addition to the schools Risk Assessment.

COVID 19 Addenda

Social Distancing- primary age children continue to no longer need to socially distance from each other, but all staff will need to continue to socially distance 2m from a child where possible.

For peripatetic tutors delivering individual or small groups sessions. Measurements of air turbulence by the Freiburg Institute for Musicians' Medicine suggest that air is not disturbed beyond the following distances:

- Flutes- 1.5m in front of the player 0.8m from the end of the flute
- Other woodwind instruments except saxophones- 1.5m
- Brass and saxophones - 2m from the bell

Music Lessons- All KS2 music lessons to take place in the small hall- this will be reviewed on a government guidance basis:

- All children must sit on benches facing the same direction.
- No sharing of any resources.
- No sharing of percussion instruments during the lesson.
- No recorders or other instruments that are put in the mouth to be used at all, until further notice. Except for those individual children that have additional music tuition with their own tuned instrument for example a clarinet lesson with a tutor.

Singing can occur in music lessons however the music teacher must:

- Discourage loud singing in favour of quality of sound in quiet singing would generate fewer bio aerosols.

- Extremes of diction (particularly plosives) generate higher volumes of bio aerosols, so maybe try singing only on vowels sometimes.

Keep it Clean

- Children to use soap or hand sanitiser on entry to classrooms, the small hall and the music hut.
- Strict hand washing by the music teacher between each class
- All un-tuned instruments used in a music lesson to be disinfected between each Year Group Bubble, this includes wiping the benches used with disinfection cloths. In addition, pianos, keyboards and CD players, laptops and amplifiers used in the lesson must be wiped with disinfection cloths at the end of the music sessions/lessons. Do not use sprays of soaked/soapy cloths to avoid liquids getting inside the equipment. Always unplug from the mains before cleaning. Please Appendix 1 for detailed guidance on cleaning instruments carefully

Natural Ventilation- opening windows for EVERY lesson (in cooler weather windows should be opened just enough to provide a constant background ventilation and opened more fully during breaks to purge the air in the space). External and Internal doors must remain open, except fire doors.

Assemblies- Large gatherings for assemblies are not allowed. Therefore assemblies will be a mixture of Zoom, in class and year group assemblies as before to minimize contact with other year group bubbles. Singing Assemblies will **not** take place.

Staff and Face coverings- Currently the guidance states that staff are able to wear a face covering in areas where social distancing with another adult is difficult for example in corridors if they choose to. This guidance will be updated by Easter.

Face Visors and Clear Shields- the current guidance (Feb 2021) states that these should not be worn as an alternative to face covering. They may protect against droplet spread but are unlikely to be effective in reducing aerosol transmission when used without an additional face covering. They should only be used after carrying out an individual risk assessment and should be cleaned appropriately

Individual Risk Assessments for Staff- All staff have the opportunity to undertake an Individual Risk Assessment or update a previous Individual Risk Assessment with the School Business Manager, Anna Jassim.

Video Conferencing & use of IT- in the event of a further lock down and national school closures or year group bubble closure video conferencing will be utilised for lessons delivered to individuals or small groups. Whilst music lessons will be pre-recorded and uploaded as a video lesson to You Tube, giving the parents/carers a private link to the lesson.

Appendix 1

Guidance for the careful cleaning of musical instruments (UK Association for Music Education)

COVID-19 virus particles are believed to survive for two to five days on hard surfaces. Disinfectant wipes and/or sprays are effective but bear in mind that most instruments contain multiple materials.

Woodwind Instruments

- Some disinfectant products will damage the pads of woodwind instruments and varnished or polished finishes.
- Recorders can even be dish washed in the top rack.
- Do not immerse or soak woodwind instruments with cork joints or with key work as it may damage pads: this includes flute head joints, as it will damage the head cork.
- After playing, woodwind instruments should at minimum be dried in and out with swabs or pull-throughs to limit microbial growth
- For wooden instruments, follow manufacturers' instructions or test your cleaning product on an inconspicuous surface

Brass Instruments

- Hot, soapy water is just as effective as disinfectant wipes and instruments or parts of instruments made entirely from plastic may be submersed. The same applies to brass instruments but take the valves out first (<https://www.youtube.com/watch?v=i4T8XlsDfyA>) and set them aside.
- Fully drying even small brass instruments is not practical but it is extremely important to clean the mouthpiece using an appropriately sized mouthpiece brush, to ensure that all dirt and debris are removed.

Stringed Instruments

- You may want to wipe the chinrests of violins or violas but it probably is not necessary (pure sweat is not thought to carry viruses).
- The neck and fingerboard and the lower end of the bow of all bowed strings may also be wiped using disinfected cloths.

Pianos and Keyboards

- Plastic piano and electronic keyboards can be sanitised with disinfectant wipes (unplug electronic equipment first).
- Do not spray them as residues may harm key mechanisms. It is a good idea to dry keys off afterwards.
- Ivory keys will be damaged by most disinfectant products. Clean them with a cloth dipped in soapy water and rung out; leave the residue on for thirty seconds and wipe with a dry cloth.

Percussion Instruments

- Hot, soapy water is just as effective as disinfectant wipes and instruments or parts of instruments made entirely from plastic may be submersed.
- Handles and straps of percussion instruments and beaters should be wiped similarly.
- After five days of not being played, normal cleaning of any equipment will suffice.

For a comprehensive listing of appropriate safety measures please go to; UK Association for Music Education — Music Mark

<https://www.musicmark.org.uk> Music Unlocked