

# **Chester Blue Coat CE Primary School**

## **Music Policy**

### **Philosophy**

At Chester Blue Coat School we value music because it is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

### **Aim**

Our aim, through following the National Curriculum guidelines, is to provide each child with musical experiences which enable them to be actively involved in performing, composing, listening and appraising. It is our responsibility as teachers to offer each child the opportunity to participate in effective classroom and extra-curricular experiences both through playing and singing, in groups and individually, and to establish foundations whereby music may become a recreation for later life.

### **Purpose**

The objectives of music are for each child to:-

- Have a positive attitude towards music.
- Realise their individual creative potential and to express themselves through music.
- Acquire and develop the musical skills involved in performing, composing, listening and appraising.
- Have an awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places.
- Contribute to the community and the school's ethos.

### **Planning the Music Curriculum**

Staff have a choice of either following the school's skills progression document to plan their own lessons that link in with current topics, or they can follow the QCA guidelines by using the Music Express scheme of work. This ensures that the National Curriculum is covered at each Key Stage from Nursery through to Year 6.

The school's skills progression document is separated into Listening and Appraising, Composition and Performance objectives. The resources from staff training sessions are on the server and in Teams for teachers to access whenever they need to. Each year group has their own Music Express resource book with a core of support materials for the teaching of music. Each book provides medium-term planning grids, teaching objectives, lesson plans, CD-Rom of resources and a CD of music. These books are used along with a range of other resources to deliver the music curriculum.

### **Time Allocation**

Music is taught in a variety of ways throughout school: some teach on a weekly basis within each class for approximately 45 – 60 minutes; some teach fortnightly for a whole afternoon and some classes choose to take a couple of days each half term as dedicated music days. Links are made to music within other subjects so pupils can develop and apply their musical skills. In addition, all pupils attend a weekly singing lesson once a week during assembly time for approximately 20 minutes where they also receive music appreciation skills.

### **Organisation of Teaching**

Music lessons are led by either class teachers, knowledgeable teaching assistants or specialists from outside school. Staff can team plan and teach with the music coordinator to enhance their own knowledge and understanding of the subject. Within weekly music lessons there will be a good balance between whole-class work, group teaching and individual practice.

In addition, a broad range of music is played during assembly time, which is chosen by a different member of the school community each week, introducing children to a range of genres and composers which reflects the diverse cultures represented in our school.

### **Instrumental Tuition**

The school uses its own brass and woodwind instruments and tutors from the Wider Opportunities scheme (Edsential) to teach all pupils in Year 5 and 6, who are able to take the instrument home to practise. They have the opportunity to perform at the end of the year with the Halle Orchestra in Manchester. Year 3 and 4 also have the opportunity to learn an instrument within their class setting – Year 3 on recorders and Year 4 on ocarinas.

Peripatetic music teachers visit the school to give instrumental lessons to those children whose parents are willing to pay for the lessons. We also provide funding for those pupils wishing to take part in lessons who are receiving free school meals. We currently offer guitar, piano, clarinet, flute and saxophone lessons. With all these systems in place, approximately 230 children receive instrumental tuition each year.

## **Music Groups**

We have a range of music groups available for pupils of all abilities, such as: Jazz group, recorder group, KS1 choir and KS2 choir. Most groups rehearse on a weekly basis in preparation for numerous annual concerts. There are also other groups that are formed for specific events throughout the year, such as Year 4 or Year 5 choir. Each term, the whole school comes together to rehearse and perform a chosen song which is accompanied by a staff band. Additionally, pupils are encouraged to join a range of local music groups such as Chester's junior band, training band and senior band. The school has a real commitment to its local community events and pupils of varying age are involved in performing at events throughout the year. Pupils have numerous opportunities to see professionals perform live through visiting concerts and inviting professional musicians in to school.

## **Cross Curricular Links**

At Chester Blue Coat School, music is taught as part of Expressive Art and Design in the Early Years Foundation Stage and in years 1 – 6 as a lead subject within a topic based curriculum. As a church school, singing occurs on a weekly basis during our 'Open the Book' assemblies to enhance our worship and to support the music curriculum. We believe that music should be taught not only as a specific subject, but that links should be made with other areas. These links can be made in subjects such as:

- Literacy – Rhythm in poetry and using poetry for song composition.
- Mathematics – Singing Times Tables
- Science – How instruments work, how we hear, how pitch is changed
- ICT – Using ICT to compose and represent music
- Geography – Learning about music around the world
- Art – Painting with sound
- D.T – Making musical instruments
- P.E – Moving to music
- History – Learning about composers and music in the past
- PSHE – Building skills in team work, listening
- R.E – Traditional religious music and traditions.
- M.F.L. – Songs and action songs to learn a new language

## **Information and Communications Technology**

The use of ICT enables children to use and apply their developing skills in music through a variety of ways. Computers can be used to compose and represent music using programmes such as Garage Band, to search for information on the internet and to play relevant DVD's. CD players, ipods, tablets and online resources such as Spotify, Youtube and Itunes can be used for listening to music. Pupils' compositions

and performances are recorded using cameras and ipads and played back for appraisal sessions.

### **Personal, Social, Health Education And Citizenship (PSHE and C)**

Music contributes to the teaching of PSHE and C in a variety of ways. Work planned in the classroom encourages children to work collaboratively and respect each other's views, thus supporting their social development. Being part of a group, performing songs and pieces of music, allows pupils to express their creativity, meet new friends and develop a range of PSHE skills. Performing for the local community also encourages citizenship skills.

### **Inclusion and Equal Opportunities**

Musical activities are planned in such a way as to encourage full and active participation and enjoyment by all children. We aim to give every pupil the opportunity to experience success and achievement in line with 'Every Child Matters'. We are committed to providing a teaching environment conducive to learning where each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

### **Health and Safety**

Children are taught the safe and appropriate use of all equipment and instruments. Electrical equipment is checked in line with the school's procedures. Instruments are regularly checked and maintained, repaired or replaced as appropriate. Procedures for shared mouthpieces and the lifting of instruments are carried out in line with the Health and Safety Policy.

### **Assessment, Record Keeping and Reporting**

An essential element of effective teaching and learning is the continuous assessment as a means of informing teaching in a continuous cycle of planning, teaching and assessment. Observation, questioning and discussion are all integral parts of this process and are to be used by teachers during each lesson. At the end of each unit or skill set, teachers should complete the unit assessment sheets identifying children working at, below or above the expected level. This needs to be passed on to the coordinator once a year during the summer term, to allow for monitoring of progression. The coordinator then identifies any pupils who are not making the expected progress, based on where they were the year before and any additional musical input such as peripatetic music lessons.

### **Reporting to Parents**

The reporting of music is made to parents orally at parents evening in the autumn and spring terms and as a written report in the summer term.

## **Music Resources**

Music resources can be found in the music cupboard. There are two portable trolleys containing a range of percussion instruments to be wheeled to classrooms for use in Music lessons. Tuned instruments and CDs can be found on the shelves, along with a range of music books and stands. We have enough brass and woodwind instruments to enable two whole year groups to have an instrument each as part of our whole class instrumental tuition in years 5 and 6. We also have enough recorders for the whole of Year 3 to learn and enough ocarinas for the whole of Year 4. A full list of resources can be found in the Coordinator's File, on the server and in Teams.

## **The Role of the Music Coordinator**

- To be enthusiastic about music and demonstrate good practice.
- To take the lead in policy development and the production and review of schemes of work and action plans.
- To support colleagues in their planning and implementation of the curriculum, monitoring assessment and record keeping throughout school.
- To organise and purchase additional resources.
- To keep up to date with developments in music education and disseminate information to colleagues via INSET and staff meetings, ensuring colleagues themselves have opportunities to attend courses.
- Ensure access to peripatetic tuition and extra-curricular musical activities.
- Coordinate singing rehearsals and daily assembly music.

## **Covid-19**

### **Relevant considerations from CBC School risk assessment documents:**

- Consider which lessons or classroom activities could take place outdoors
- Any objects the children touch should be disinfected once use has finished.
- Tables and contact points must be cleaned regularly.
- Resources that cannot be cleaned according to the instructions must be packed away until after the COVID-19 epidemic is over.
- Tablets should be wiped daily and between use. A timetable for the use of tablets will be issued once term begins. Children to use identified number on tablet. Similar timetable to be issued for laptops once ICT audit is undertaken.

## **Covid-19 guidelines specifically for music**

Government guidance on Performing Arts:

All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Additional mitigations, such as extended social distancing, were previously required for singing, and playing of wind and brass instruments given concerns that these were potentially higher risk activities. Department for Culture, Media and Sport (DCMS) has commissioned further scientific studies to be carried out to develop the scientific evidence on these activities, which has allowed the government to reconsider appropriate mitigations and further research is continuing.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, in particular guidance provided by the DCMS for professionals and non-professionals, available at [working safely during coronavirus \(COVID-19\): performing arts](#). However, these studies have also indicated that it is the cumulative aerosol transmission from both those performing in, and attending, events which is likely to create risk. DCMS is continuing to develop a more detailed understanding of how to mitigate this potential aggregate risk, but in that context, organisations should follow the guidance set out below

Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

[Performing arts - Working safely during coronavirus \(COVID-19\) - Guidance - GOV.UK \(www.gov.uk\)](#)

Choirs and ensembles in school may, in the coming months, be able to restart but it is clear that these activities will require a lot more space and care than previously to ensure everyone remains safe. The Music Mark guidelines include advice for all sorts of ensembles and choirs, based on the latest medical and scientific research. The key message however is that, based on current research, both singing and ensemble activity should be possible if 2m social distancing and good ventilation are observed.

## Key changes in the guidance for music education providers (Music Mark – latest guidance singing)

- Singing is no longer limited to groups of 15 in class (the limit does still apply in extra-curricular activity)
- Extended social distancing for these activities appears to have been lifted, although we continue to recommend it as a mitigation, particularly for singing
- Musical lunchtime and after-school clubs (ensembles with singing) can take place, although additional mitigations are necessary where they involve children from more than one bubble
- There is a recognised risk from the accumulation of aerosols, so the need to ventilate spaces is heightened
- Performances can take place with live audiences, subject to sufficient space and ventilation.
- Working within bubbles and across bubbles, visiting teachers (peripatetics and project tutors) should ensure that they social distance as much as possible from other adults and from older students.
- We continue to recommend distancing for singing because of the risk from large water droplets.
- In class, particularly at primary level where the teacher is present with the class all week, they should remain at least 2m from the nearest singer. For any other singing, the person leading the singing and any accompanist should be 3-5m from the front row as they will, of course, be facing the singers. They may want to consider a plexiglass screen.

### **Actions to take to limit risk when music making:**

Airborne transmission:

Play / sing in bubbles.

Staff wear face shield.

Keep 2m distance between pupils

Keep 2m away from the bell of neighbouring instruments.

Keep 3 – 5 m between pupils and staff

Sit side to side or back to back

Discourage loud singing.

Ensure backing tracks are at a suitable volume to minimise an excess in volume.

Open windows before the start of the session or sing outdoors.

Singing should not take place in larger groups (e.g. choirs, assemblies)

Staff not to stand directly in front of pupils and when demonstrating avoid bell facing pupils

Surface transmission:

Enhanced hand hygiene is routinely observed.

If required, words are projected onto screen but not printed or distributed.

Resources mainly taught by ear.

Appropriate cleaning between lessons and redistributing.

Ensure that movement around the practice room is minimal

Sharing instruments is not considered safe.

All instruments must be clearly labelled with the child's name on the case and stored in a secure area before and after use.

Buzzing using the mouthpiece alone should not take place due to the risk of germs being transmitted.

Teachers must not play students' instruments, even to diagnose a problem.

No instrument should be touched by anyone bar the person it has been issued to without PPE. Explain what to do if valves are stuck or most likely in the wrong place – do not attempt this yourself without PPE.

Water keys should not be vented directly onto the floor. Newspaper or paper towels should be provided to soak up water ideally anti-bacterial paper/wipes) and players should clear up their own, dispose of waste and wash and sanitise hands.

Insist on proper cleaning of instruments at the end of the lesson (see guidance)

When using shared resources such as the piano, clean all instrument keys before and after use, including keyboard function buttons.

Edsential and peripatetic staff will follow their most recent risk assessment policy whilst adhering to our own school risk assessment policy.

## **Review**

This policy was written in autumn 2020 and approved by the governing committee in spring 2021. It will be monitored regularly by the coordinator to ensure it complies with current practice.