



MUSIC POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To create and develop learners who demonstrate:

- Respect – by listening and appreciating all types and expressions of music, including different styles and traditions throughout history and the world.
- Compassion – towards the role that music may wish to be expressed in any person's life, accepting that we all have opinions which are to be valued.
- Creation – understanding that we can all create music and it is an expression of ourselves.
- Perseverance – to understand that music skills need to be learnt, practiced and rehearsed in order to improve.
- Service – by participating in collective performance for the purpose of entertaining others, and appreciating how music can benefit the wider community and beyond.

Aims and objectives

Music is a unique way of communicating and expression that can inspire and motivate children. Music reflects culture and society, and so the teaching and learning of music enables children to better understand the world they live in and how they can relate to it. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and

enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music. We aim to increase the breadth and range of musical experiences and help the children to increase their confidence, sensitivity and creativity in music making.

The aims of our music teaching are to enable children to;

- Gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing
- Develop understanding and appreciation of music across a wide variety of historical periods, styles, traditions, and musical genres
- Develop musical skills, knowledge, and experiences in a variety of different contexts
- Have the opportunity to participate in performances on a small and large scale, including working with outside agencies and collaborating with others.
- Form their own opinions and develop an appreciation for different musical styles and genres in an inclusive and tolerant way
- Create opportunities from which they may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection

To achieve these aims we provide children with opportunities which are guided by the following elements as specified in the 2014 National Curriculum;

- to 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.

Teaching and learning style

At Willaston CE Primary School we endeavour to make music an enjoyable learning experience. We encourage children to participate in a variety of musical activities through which we aim to build up the confidence of all children. We teach them to listen and to appreciate different forms of music and as they 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 dimensional

elements of music such as pitch and dynamics, about musical notation and how to compose music. We also teach children how to work with others to make music and how individuals combine together to make sounds. This is accomplished through a combination of teaching using the Charanga resource, and instrumental teaching sessions from Music4Life and other outside specialists.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Our aim is to introduce pupils to as wide a spectrum of musical experiences as early as possible and as such we have developed the following programme of study;

Outdoor Learning

At Willaston CE Primary School we make use of learning outside the classroom experiences to enrich and develop children's learning wherever possible.

Reception

We teach music in reception class as an integral part of the topic work covered during the year and we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Reception also participate in an annual nativity performance with years 1 and 2, learning a minimum of 5 songs. They also learn songs to perform at church for our celebration services.

Year 1 – Follow the Charanga scheme in music lessons, participate in an annual nativity performance with Reception and Year 2, learning a minimum of 5 songs, and also learn songs to perform at church for our celebration services and in our sharing assemblies.

Year 2 – Have a full term of formal singing lessons taught by a professional peripatetic singing teacher, with a concluding performance to parents; follow the Charanga scheme in music lessons, participate in an annual nativity performance with Reception and Year 1, learning a minimum of 5 songs, and learn class songs to perform at church for our celebration services and in our sharing assemblies.

Year 3 – Have a full term of formal samba drumming lessons taught by a professional peripatetic teacher, with a concluding performance to parents; follow the Charanga scheme in music lessons and take part in an annual KS2 performance each Easter, learning a minimum of 5 songs, together with songs performed at church and in sharing assemblies.

Year 4 – Have a full term of formal ukulele lessons taught by a professional peripatetic teacher, with a concluding performance to parents; follow the Charanga scheme in music lessons and take part in an annual KS2 performance each Easter, learning a minimum of 5 songs, together with songs performed at church and in sharing assemblies.

Year 5 – Have a full term of formal brass instrumental lessons taught by a professional peripatetic teacher, with a concluding performance to parents; follow the Charanga scheme in music lessons and take part in an annual KS2 performance each Easter, learning a minimum of 5 songs, together with songs performed at church and in sharing assemblies.

Year 6 – Follow the Charanga scheme in music lessons and take part in an annual Year 6 end of year performance, learning a minimum of 5 songs, together with songs performed at church and in sharing assemblies.

These experiences are completely free to all children in each class and are fully inclusive of the needs of our SEN children. They are also complemented by visiting artistes who bring live music into school for the children's enjoyment and education.

We provide all children with opportunities to compose their music digitally via apps on the iPads and to record themselves singing and performing in order to learn and improve their techniques through playback analysis.

We hold talent shows in which children are encouraged to perform and take part in other activities including the AmaSing project and the Children in Need Choir.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the private provider, Music for Life. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis.

These lessons are either taught to small groups of children or individuals who have chosen to learn one of a variety of instruments, such as the guitar, violin, clarinet, flute or piano as well as various brass instruments. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

Music curriculum planning

Our school uses the Charanga scheme for planning, which is based on the national curriculum for music. Teachers are encouraged to adapt and improve lesson plans

for the cohort which they are teaching, including considering any additional learning needs and gifted and talented pupils. We plan for progression meaning that the children are increasingly challenged as they move through the school. Music is also embedded into other subjects where appropriate.

Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons, and these can be noted onto the weekly planning sheet. Lessons should be evidenced in a class music book. On completion of any pieces of work, the teacher should assess the work and comment only if necessary. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

Pupil voice is gathered through lesson observations and pupil questionnaires following the completion of the termly courses delivered by our peripatetic teachers. These teachers are also required to discuss their curriculum goals with the school music co-ordinator.

Resources

There are enough resources for music teaching units in the school. We keep resources for music in a central store. The library contains topic books to support children's individual research. Children are also given access to a range of technology for their research.

Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. 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 subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Approved by Governors, May 2023



Signed Chair of Governors