



Policy title: MUSIC

Date created: April 2022

Date ratified:

Next Review Date: April 2025

Signed:

1. Introduction

- The primary aim of music education is to promote a love of music.
- Pupils are introduced to high quality music from around the world and master artists of a range of genres – influential and ground-breaking groups and individuals through history to the present day.
- They are taught to listen and to discuss what they hear, for example, the instrumentation, the feeling of the piece or the meaning behind the lyrics. Critical thinking plays a big part in the listening process – in peer discussions pupils learn about the tastes of others and what it is that makes them like or dislike a piece of music.
- Pupils sing in all music lessons – on their own and with others.
- The pupils are taught to play and respect tuned and un-tuned musical instruments and use these in their performances.
- Above all, pupils are encouraged to enjoy participating in musical activity and to experience the joy that immersion in music can give them. *Music is a universal language that embodies one of the highest forms of creativity.* – National Curriculum 2014

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

Our curriculum intent for Music is:

- **HEAD:** learning the basics of musical vocabulary and theory through songs, singing and playing instruments
- **HEART:** understanding and applying the emotional connections made through experiencing and participating in musical activities
- **HANDS:** learning the basics of playing musical instruments through song

2.1.2. Knowledge and skills – National Curriculum

The National Curriculum sets out programmes of study for key stages 1 and 2. This ensures continuity and progression in the teaching of Music. The aims for our pupils are 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.

Knowledge and skills – EYFS Statutory Framework

The EYFS Framework in relation to Music aims for our pupils to:

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.

Special educational needs & disabilities (SEND)

Music lessons should be planned to meet the needs of all learners. It is the teachers' responsibility to ensure that all children are challenged and that lessons are accessible to all.

2.1.3. Cultural capital and diversity





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Challenging stereotypes and promoting the impact of a diverse range of groups and individuals is key to developing children's attitudes.

2.2. Implementation of Teaching and Learning

2.2.1. Key Principles

At GWPS we encourage pupils to:

- Listen
- Love
- Engage
- Create with confidence
- Achieve

2.2.2. Subject knowledge – Long Term Planning

A long term plan for Music has been created to be reviewed by all staff. The coverage of Music across the school ensures that every two-year topic cycle includes the study of, performances in the style of and appreciation of a range of songs and genres. These are mapped out using the Charanga units of work.

2.2.3. Subject knowledge – Medium Term Planning

Medium Term Plans are downloadable from the Charanga website and demonstrate a build up of skills and experiences from listening and critiquing through to performing. A Music unit would usually take place through a series of weekly lessons - roughly six afternoon sessions **per term** is a guide to the time allocated.

Formative assessment

Teachers make assessments of children through observations made against the downloadable assessment documents found within each Charanga lesson. These ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated in light of these assessments.

2.2.4. Resources

Resources are largely kept in the hall cupboard closest to the Field mice playground and maintained by the Music leader. It is the role of the class teacher to ensure they request resources for any future units and if resources are limited to inform the Music coordinator. During a Music unit, care must be made to use resources carefully and children must be aware of the fragility of musical instruments and the need to treat them with care and respect. Charanga and Yumu, online teaching and learning tools for music, are available as supportive teacher tools used mostly in KS2. Yumu, for child use at home, may be used for home learning tasks.

Learning environment

During a Music lesson the classroom environment may be adapted. Tables may need to be moved and chairs may need to be removed to enhance pupils' ability to move, practise and perform. Assessing risks and ensuring the health and safety of everybody in the room is paramount.

2.3. Impact

2.3.1. Summative assessment

Annual judgements for Music are made in Teacher App for Y1-Y6 and Music is reported through the EYFS framework. Judgements are made through formative observations throughout the year.

Preparation for next stage of education

Using the progressive Charanga units ensures that the children have been taught the necessary skills in order to aid them to be ready for their next stage of education.

2.3.2. High quality pupil work

Teachers directly model listening to, critiquing and appreciating music sharing their own views and modelling discussion. Teachers model singing and playing of musical instruments and seek help from the Music lead if there are concerns. Pupils are given opportunities to hone their skills in preparation for a





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performance. Pupils are taught about rhythm and its importance in collaborative performances. Pupils learn the vocabulary of music and the meanings behind words like tempo, volume, pitch and dynamics. Completed pieces should be celebrated by the class and wider school community through allocated performance times and/or assemblies. Early years pupils learn about songs through weekly rhyme and song recitals.

Applying learning

Children are encouraged to apply their learning within and from other subjects – for example the act of practising a skill and improving can be compared directly to art, PE and other areas of the curriculum. Opportunities for composition and performance are provided regularly with a focus on mastering a skill through practise and evaluation.

3. Behaviour and Attitudes

3.1. Attitudes to learning

Pupils are encouraged to express views, sing and play freely and fearlessly. Pupils are provided with opportunities to practise their skills independently but also supported where needed.

3.2. Positive and respectful culture

Staff and children will respect each other's abilities in Music and aim to support each other to be the best they can be in a safe and supportive environment. Sensitive constructive feedback from both staff and peers is key and must be modelled and managed carefully.

3.3. Supporting colleagues

Colleagues will be supported by the Music coordinator and provided with CPD or key ideas to develop their teaching when appropriate.

4. Personal development

4.1. Social, Moral, Spiritual, Cultural

Children will:

- Share their learning in both evaluative and appreciative contexts.
- Make responsible moral decisions and act on them, helping others.
- Make an active contribution in Music sessions
- Understand, appreciate and contribute to a positive mindset culture

5. Leadership and management

5.1. Roles and responsibilities

Leadership

- To lead in the development of Music throughout the school.
- To monitor the planning, teaching and learning of Music throughout the school.
- To help raise standards in Music.
- To provide teachers with support in the teaching of Music.
- To monitor and maintain high quality resources.

Staff

- To adhere to the policies and provide children with challenging yet engaging activities within a supportive and understanding atmosphere

Children:





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- To be positive when approaching Music
- To try their best

5.2. Continuing professional development

Staff needs in CPD in relation to Music may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Community links

Pupils sing daily in collective worship and celebration assemblies, sometimes attended by members of the local diocese and families of our pupils. Once a year classes and individuals perform to families and community members at the Spring Concert. Those learning instruments with peripatetic teachers (piano and brass) are asked to prepare a piece and perform. Pupils have been involved with a local choir festival involving many local schools who come together to sing as a group and as a school choir. A ukulele orchestra offers free musical tuition for up to 30 pupils who perform at events throughout the year including the summer festival. Community members are invited to attend dress rehearsals of the Christmas and summer productions which include a range of songs and performances. The music link governor and former Director of Music at Clare College, Cambridge, Mr Tim Brown attends and co-leads singing assemblies on Wednesday mornings.

5.4. Working with governors

The Music coordinator links with a key governor who reports back to the Full Governing Body progress in Music teaching, learning and data. Learning Walks including governors are taken triennially.

5.5. Inclusion and equal opportunities

This policy is in line with the school's 'Equality' policy. The aim is to ensure that everyone makes progress and gains positively from lessons and to plan inclusive lessons.

5.6. Safeguarding

The safety of children is paramount in all situations. High standards of behaviour are expected in any lesson but it is imperative that if a child's behaviour endangers the safety or learning of themselves or others the adult in charge will cease the activity. A senior member of staff will be called if the child needs to be removed. Great Wilbraham CE Primary School is committed to safeguarding and promoting the welfare of all children.

5.7. Health and safety

At all times a safe and healthy environment is maintained, resources are checked regularly and risk assessments are undertaken to ensure there is a safe working environment. Any issues are reported to the Head teacher, the County health and safety policy should be adhered to for all Music activities. Any instruments to be played with a mouth piece should be cleaned thoroughly and appropriately before use by pupils.

5.8. Reviewing and monitoring

This policy will be renewed triennially in accordance with updates on Music.

6. **Links to other policies**

- 6.1. Curriculum Policy
- 6.2. Assessment Policy
- 6.3. Health and Safety Policy

7. **Appendices**

They are taught about rhythm and its importance in collaborative performances. Pupils learn the vocabulary of music and the meanings behind words like tempo, volume, pitch and dynamics.





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