



Walton & Lees Hill CE Primary School

Music Policy

POLICY REVISED BY FULL GOVERNING BODY: May 2023

Name: Mary Alston

Position: Chair of Governors

Next Review Date: May 2025

Aims and Objectives

"Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon." (National Curriculum 2014)

At Walton & Lees Hill CE Primary School, we follow the National Curriculum and this is supported by Chris Quigley's 'Essential Curriculum.'

The aims of music are to ensure that all pupils:

- 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

A variety of teaching and learning styles are used in music provision to achieve our principle aim; to develop the children's appreciation and skill and in music. We ensure a balance of performing, listening, appraising and evaluating of music. We do this best through a mixture of whole-class teaching and individual/group activities. Teachers provide opportunities to share a range of styles of music. They encourage children to evaluate both their own work and the work of others, and to express what they think and feel about them. We give children the opportunity within lessons to work on their own and collaborate with others.

We recognise the fact that we have children of differing ability in all our classes and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges with different resources.
- Using additional adults to support the work of individual children or small groups.

Music Curriculum Planning

Music is a foundation subject in the National Curriculum. At Walton & Lees Hill CE Primary School, we use the National Curriculum as the basis for our planning in music. We have developed a progression map to show the progression of skills related to each key stage. We provide opportunities in music as a routine of our school, in addition to discrete music lessons.

EYFS

Music is taught both discretely and through our topic work in EYFS. There is a wide range of music resources available in the continuous provision; including outdoor resources. The objectives set out in the Early Learning Goals (ELGs) underpin the curriculum planning for children aged three to five. Music forms part of the objective 'Expressive Arts and Design'.

KS1 and KS2

The school uses the National Curriculum for Music to plan for content coverage. The Milestones are used to support teachers in planning for differentiation and progression. We plan by structuring the curriculum into three areas: Describe Music, Compose Music and Transcribe Music. All three areas are covered each academic year.

Contribution of Music to Teaching in Other Curriculum Areas

English

Music contributes to the teaching of English at Walton & Lees Hill CE Primary School by encouraging children to talk about different styles of music. They have the opportunity to plan their work and to give opinions through evaluations. Singing is a big part of school life and is used to promote and reinforce the spoken language.

Mathematics

Music contributes to the teaching of mathematics at Walton & Lees Hill CE Primary School by giving opportunities to develop the children's understanding of measure and time – linking learning of time signatures and combinations of beats in composition.

Information and Communicative Technology (ICT)

We use ICT to support music teaching when appropriate. Children use software to record and play back their work and they use the internet to find out more about famous musicians and their works.

Personal, Social and Health Education (PSHE) and Citizenship

Music contributes to the teaching of some elements of PSHE and citizenship. The children discuss how they feel about music through appraisal of different pieces. This links with a regular focus on particular composers and musicians and different genres of music.

Spiritual, Moral, Social and Cultural Development

The teaching of music; especially singing, offers opportunity to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times and cultures through their work on famous musicians and composers.

Assessments and Recording

We assess the children's work in music whilst observing them working during lessons. Teachers record the progress made by children against learning objectives for their lessons. At the end of each unit of work we make a judgement against the National Curriculum.

Resources

We have a wide range of instruments, music books and CDs to support the teaching of music across the school. Resources are gathered in one central area for each class to access easily.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music subject leader. 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

This policy is to be reviewed bi-annually or sooner if required.

