

Music Policy



Wheatley Hill Community Primary School

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Purpose of study

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.

Intent

Our vision for music is that we provide every child with high quality music experiences, which engage and inspire them. We provide opportunities for all students to learn through active listening, composing, and improvising, performing and singing. Our aim is to ensure all students:

- 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
- are provided with the opportunity to enjoy live a performance at least once a year.

Implementation

At Wheatley Hill Primary School, we encourage students to participate in a variety of musical experiences through which we aim to build the confidence of all students.

Impact

Students will:

- enjoy and appreciate a wide variety of musical styles.
- explore how sounds are made, and how music is produced by a variety of instruments.
- develop imagination and creativity.
- build a sense of pulse and rhythm.
- use a range of musical vocabulary.
- develop the interrelated skills of active listening, composition, improvisation, performance and singing.

Curriculum Design

2 Year Olds

Students will show an attention to sound and music and respond to it. They will explore a range of sound makers, where they will be able to make rhythmical and repetitive sounds. They will be able to join in songs, exploring their voices and enjoy making sounds.

Nursery

Students will show an increased attention to sound and will respond to it. They will be able to play instruments with increasing control and create their own songs. They will be able to remember and sing entire song in the correct pitch.

Reception

Students will listen and talk about music. They will explore and engage in music, where they will make their own dances, and perform in groups or on their own.

Key Stage 1

Students will be taught to:

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

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

Capturing Learning

At Wheatley Hill Primary School, music is captured in class floor books. Floor books will show the progression of learning from the music lessons delivered. Teachers assess students' progress in music by making informal judgements as they observe and record them during lessons.

Roles and Responsibilities of the Subject Leader

- Ensure the Music curriculum meets the aims and objectives of the school.
- Support, guide and motivate teachers and other adults of the subjects.
- Ensure colleagues are aware of current initiatives.
- Evaluate and monitor the effectiveness of teaching and learning within the school.
- Monitor progress towards targets for pupils and staff to inform future priorities and targets for the subject through:
 - Floor book scrutiny,
 - Learning walks,
 - Looking at displays and photographs,
 - Discussions with staff/external providers,
 - Observation of end performances,
 - Arranging appropriate CPD for staff members.
- Review current practice in school, evaluating strengths and areas for development.
- Lead staff meetings as appropriate.
- Review and revise policy.
- Audit resources and order resources when needed.
- Keep regular contact with Governors.
- Write School development plan and a SEF.
- Attend relevant in-service training and prompt others about relevant training.
- Representing the school in local cluster groups.

Equal Opportunities and Inclusion

Music plays an important part in the life of our school. It is available to every child and all students take part in musical activities. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all students, matched to their knowledge, understanding and previous experience. Students have equal opportunities to develop their understanding and enjoyment of music.

We strive hard to meet the needs of those pupils with special educational needs, and those learning English as an additional language. Factors such as classroom organisation, teaching materials, teaching style, differentiation are considered to enable the child to learn more effectively.

Staff must be aware of, and guard against any bias based on gender, racial or any other stereotypes.

Planning of Music

Long Term Planning

The Music curriculum follows the skills outlined by the National curriculum. The skills presented on the school's long-term plans are taken directly from the National curriculum for both Key Stages One and Two.

Medium Term Planning

Our medium-term plans break down the yearly overview into smaller steps providing clear details of the skills taught within each unit. Each year group has been provided with a progression document which clearly outlines all the Music skills and objectives that need to be taught. The document splits the objectives into four categories including: Active Listening, Composing, and Improvising, Performing and Singing. The document also outlines key vocabulary which students will be taught, instruments that will be used, and composers to learn and explore.

Short Term Planning

The subject lead will liaise with the external music teacher, who will plan lessons in accordance with the progression document. The class teacher will be responsible for filling in the areas not covered by the external music teacher. Weekly overviews, which list the specific learning objectives and expected outcomes for each lesson and give details of how the lessons are to be taught, are completed by the class teacher.