

**WIBSEY PRIMARY SCHOOL**

**Music Policy**

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| Agreed by Governors | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning | X |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved | April 2022 |  |
| Review |  |  |

“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.”

The National Curriculum in England

“In our schools, music can bring the community together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which makes a great school”

The Model Music Curriculum: Key Stages 1 to 3

March 2021

**Rationale**

Music could be described as the most universal of all the Arts. It is a powerful, unique form of communication that can change the way pupils think, feel and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. Music is an integral part of many cultures globally, both past and present and helps children to understand themselves, relate to others and forge important links between home, school and the wider world. As a subject, it actively encourages pupils to develop and utilise their skills through both independent and group work, whilst appealing to their individual needs and learning styles

**Intent**

The National Curriculum for music aims to ensure that all pupils:

• Perform, listen to, review and evaluate music across a range of genres, styles and traditions;

• Be taught to sing, create and compose music on their own and with others;

• Understand and explore how music is created, produced and communicated.

At Wibsey Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

**Aims**

At Wibsey Primary School we aim to:

* Promote a love of music, positively encouraging creativity, imagination and a desire for excellence;
* Ensure an entitlement for all children through a variety of musical learning experiences and activities facilitated by well qualified staff;
* Develop knowledge, skills and understanding in Music, in relation to both their own and other musical traditions;
* Ensure progression and continuity in music from the Early Years and across the key stages through careful planning and assessment;
* Encompass Music Technology and utilise it to enhance music lessons and develop the music and wider curriculum;
* Recognise the importance of music in developing self-confidence, emotional intelligence, fine motor skills and musical expertise.

**Implementation**

Principles of Teaching and Learning in Music

* To deliver the National Curriculum in such a way that demonstrates what makes a good musician – ‘*We are performers/composers/etc.’*
* To develop progressive musical skills and concepts which allow pupils to respond to a variety of stimuli in order to produce compositions and improvisations for different audiences;
* To understand and apply the musical elements of pitch, duration, dynamics, tempo, texture and their uses;
* To deliver lessons that encompass, motivate and engage all pupils, regardless of ability or background;
* To attain and develop the skills required to play a wide range of musical instruments as a soloist and as a part of an ensemble;
* To learn to read, write and use traditional and none traditional notation to play and compose using tuned and untuned instruments;
* To learn songs, from different times and places, developing a wide repertoire of styles and cultures, performing as a soloist, group or large ensemble;
* To listen to both live and recorded music from a wide range of styles, cultures and composers;
* To use music, songs and sounds to enhance other areas of the curriculum.

Strategies for Teaching and Learning

Teaching and learning in Music across school includes opportunities for;

* Group, individual and whole class activities.
* Use of different media and stimuli.
* The use of high-quality resources, such as Charanga, Sing up and Out of the Ark.
* Evaluation of their own work and that of others.
* Individual experimentation using a variety of tuned and untuned instruments.
* Hearing examples of styles using mixed media to enhance understanding.
* Improving social skills, concentration, memory and coordination.
* Building a bank of sounds and musical experiences so that composition skills improve.
* Developing an effective singing voice, developing appropriate warm up techniques, noting good diction, breathing and phrasing.
* Expressing opinions, thoughts and feelings and having the confidence to do this.

**Early Years Foundation Stage**

Music is taught across EYFS as an integral part of the Early Years Curriculum. Musical aspects of learning are related to the objectives set out in the Early Years Foundation Stage Framework which underpin the curriculum planning for children in Nursery and Reception.

Music contributes to a child’s personal and social development, whilst counting songs foster a child’s mathematical ability and songs from different cultures increase a child’s knowledge and understanding of the world.

**Key Stages 1 and 2**

At Wibsey Primary School our cumulative curriculum for Music maps out the key knowledge and skills for each year to ensure consistency across year groups and progression between years. Consequently, children develop their musical skills systematically, building their knowledge of music and from one year to the next. Whilst there are opportunities for children of all abilities to develop their skills and knowledge, the planned progression built into to cumulative curriculum ensures that children are increasingly challenged as they move through school.

The music curriculum ensures children sing, listen, play, compose, perform and evaluate. These components are embedded in weekly music lessons, as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and taking part in one of our musical groups. Elements of music are taught in the class lessons so children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

Children learn how to play an instrument from all four main instrument groups: woodwind, brass, strings, and percussion instrument. In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds develops the understanding of musical elements without the added complexity of an instrument.

Music is taught by a specialist teacher across school with links made to termly themes where appropriate. Individual class teachers supplement the core learning in Music with listening and appreciation and singing.

**Key Stage 1**

Pupils are taught to:

* Use their voices expressively and creatively;
* Play tuned and un-tuned instruments musically;
* Listen with concentration and appraise a range of music appropriate to their age range;
* Experiment with, create, select and combine sounds.

**Key Stage 2**

Pupils are taught to:

* Sing and play musically with increasing confidence and control;
* 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 and combining the range of musical elements;
* Listen with increasing attention to detail;
* Use and understand musical notation;
* Appreciate and understand a range of music appropriate to their age range.

**Impact**

At Wibsey Primary School children have access to a cumulative music curriculum, which allows them to develop progressive musical knowledge and skills, and identify areas of strength as well as areas they might like to improve upon.

Children across school develop:

* A positive attitude towards music and enjoy listening to, creating and performing music;
* Competence and confidence in composing and performing music using the inter-related elements of music;
* An ability to appreciate music from different genres, countries / ethnicities and historical periods.

The integral nature of music across school develops pupil’s resilience, resourcefulness, reflection and reciprocity. Additionally, pupils develop self-confidence, collaboration skills, awareness of others, and self-reflection.

Regular concerts at school and the school’s involvement in local musical events, ensure that children become confident performers.

**Roles and Responsibilities**

**The Role of the Governors**

The Governing body, in consultation with the Headteacher, determines the school’s general policy and approach for pupils in music, establishes the appropriate staffing, collaboration with the Music Hub and funding arrangements and maintains a general overview of the school’s work.

**The Role of the Headteacher**

* To ensure the regular update of the Music Policy.
* To ensure that the policy document is being adhered to and that Music teaching across school is good.
* To provide the necessary funds from the budget to cover replacement of resources.
* To ensure all teaching staff receive appropriate staff training in Music;

**The Role of the Music Subject Leader**

* To take the lead in teaching, policy development, schemes of work, assessment and progression in music throughout school;
* To support colleagues using music in other curriculum areas by providing curriculum expertise;
* To monitor progress and delivery in Music;
* To take responsibility for the Music resources, purchase and organise central resources;
* To keep up to date with developments in Music education and disseminate information to colleagues where appropriate;
* To participate in Primary Network Meetings for music coordinators provided by the Music Hub to expand the learning opportunities and experiences in school;
* To liaise with Music Service staff in their provision of First Access and small group instrumental lesson delivery.
* To ensure wider engagement and opportunities for learning through music.

**The Role of the Music Teacher**

The music teacher teaches music across school and must ensure that:

* Teaching and learning in music across school follows the music cumulative curriculum;
* Teaching and learning in music is ambitious with the assessment end points being met;
* Children are exposed to a wide variety of genres, singing, instrumental and composition work;
* Pupils are assessed in accordance with the cumulative assessment end points and the school’s assessment policy.

**The Role of Class Teachers**

Class teacher must:

* Ensure awareness of what children are being taught in the discrete music lessons;
* Provide opportunities for listening and appraising in class;
* Provide opportunities for singing in class and lead singing assemblies;
* Ensure that they attend whole school Music CPD to maintain a good level of subject knowledge.

**Assessment, recording and reporting**

All children will be regularly assessed in accordance to their Age-Related Expectations, as set out in the Assessment End Points on the Music Cumulative Curriculum.

Reporting to parents on the standard of work and of the level of application is done twice yearly through their school report and parent’s evenings. Evidence of Music is actively collected from each class throughout the year and is uploaded to year group/class folders on the school teacher drive, this shows off their achievements through the use of video performances, and photographs. Listen and appraise books are situated in every class throughout school and big floor books for each year group to show cross curricular music taking place throughout the whole curriculum.

**Equal Opportunities and Inclusion**

We believe that a broad and balanced music education is the entitlement of all children regardless of ethnic origin, gender, class, aptitude ability or disability. All children have equal access to all materials suitable to their age/ ability range. Pupils with Special Educational Needs may receive support from Support Staff where appropriate and differentiated materials will be provided to support both lower and higher ability children.

SEN pupils are included in all music activities throughout school. Special provision is made for those with specific difficulties e.g hearing impairment or motor skills issues.

Individual instrumental lessons are available if requested and Pupil Premium pupils are also offered this opportunity – funded by school.

Wider Opportunities

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities

**Whole class and Peripatetic Instrumental Lessons**

Whole class Ukulele and recorder lessons are started in Year 3 and continued with Brass and Woodwind in Year 4. Currently half of Year 4 are offered the opportunity to continue with these instruments into Year 5. These lessons are funded by the school, directly from base budget.

Instrumental lessons are available in school for Years 3 – 6 on a wide range of instruments subject to pupil choice and teacher availability. Good links are maintained with Bradford Music Hub.

Weekly instrumental music lessons are provided by Bradford Music & Arts Service. They are made up of 20 mins lessons in small groups and are a continuation of an existing First Access session and are following instrumental disciplines:

Percussion

Brass

Woodwind

Guitar

Extra-Curricular Activities

Group

First Access lessons in year 6

School Choir

School Band

Samba Band

Health and Safety

Health and safety is taught and considered in all musical activities:

* Instruments are set up, used and put away carefully at the end of each session;
* Appropriate steps are taken to ensure hygienic use of recorders, cleaning them after each use and regular deep cleaning;
* Instruments are stored appropriately according to size, weight and shape and children are encouraged not to step over instruments when moving around;
* Children are encouraged to treat all instruments with respect and aware of their value;
* Extra supervision is provided when keyboards and laptops are used and any occasion involving electric cables.

**Resources**

Music resources are centrally located and available for use by all staff:

Music resources, including the music trolley, are located in the Music room off the KS2 Hall and are monitored by the music co-ordinator.

**Other Policies**

Other policies to which the Music Policy links are:

Inclusion Policy

Safeguarding Statement 2021

SEND Policy 2021

Remote Education Policy

Staff Development Policy

Health and Safety Policy