



**Weobley
Primary
School**

Music Policy

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| Reviewed by: | Sarah O'Neil - Subject Leader |
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| Approved by: | Stephen Warrell – Head of School |
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Contents

| | |
|--|---|
| 1. Our Mission..... | 2 |
| 2. Our Intent | 2 |
| 3. Implement of the Curriculum..... | 2 |
| <i>What does our music curriculum look like?</i> | 2 |
| <i>Time Allocation</i> | 3 |
| <i>Cross-Curricular Opportunities</i> | 3 |
| <i>Extra-Curricular Opportunities</i> | 3 |
| <i>Inclusion and Equal Opportunities</i> | 4 |
| <i>Resources</i> | 4 |
| <i>Health and Safety</i> | 4 |
| <i>Further Information</i> | 4 |
| 4. Impact | 5 |
| <i>Assessment</i> | 5 |
| 5. Role of the Subject Leader..... | 5 |
| <i>Monitoring</i> | 5 |
| <i>Training</i> | 5 |
| <i>Evaluation and Review</i> | 5 |

1. Our Mission

'A safe, happy learning environment where everyone is valued'

- The staff at Weobley Primary School are committed to working together to contribute to the healthy growth and development of all our children.
- We aim to create an atmosphere of care, trust and respect in which children feel nurtured, encouraged and valued and staff feel supported by one another.
- Through a stimulating and broad curriculum, we embrace the diversity of cultures, race and social backgrounds.
- We aim for each child to reach their full potential, to be confident and to develop a positive attitude towards their own learning.
- We will provide a wide range of learning opportunities for the children; encourage them to value their own achievements and to celebrate the success of others.
- Our high expectations for achievement include good behaviour, tolerance, cooperation and fairness.
- We welcome active involvement of parents and carers in the life of the school and recognise their vital role in laying the foundation of their children's educational development.
- This partnership is extended to the wider community, where strong, mutually beneficial links are valued.

2. Our Intent

A pupil of Weobley Primary School will:

- Be provided with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Weobley Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

3. Implement of the Curriculum

What does our music curriculum look like?

Pupils will be taught in line with the National Curriculum 2014 and opportunities for teaching music as part of a cross curricular approach will be encouraged where possible.

At Weobley Primary School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

Music in the Early Years

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). 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.

Nursery and Reception classes also have access to the Charanga Music Scheme.

Key Stage One and Two Curriculum

Our school uses the Charanga scheme as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

Listening and Appraising,

Musical Activities (including Creating and Exploring)

Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

The teaching and learning of music will be varied and will be the most appropriate method to address the learning outcome of the lesson.

Children will be taught and will work:

- As a whole class
- In groups (sometimes differentiated by ability)
- In pairs or individually

Children play the tin whistle in Year 2. Year 3 follow a DIY Wider Opportunities scheme where they play recorder, ukulele and samba during the school year.

In order to enrich the musical experiences of all our children, Weobley Primary school currently welcomes the Wider Opportunities Scheme who work with Years 4, 5 and 6. Each year group receives a term of lessons and this academic year all classes are learning to play the cornet.

Time Allocation

Music should be taught for 19 hours over the course of a year. To ensure music is taught in the best possible way, class teachers are given flexibility as to how they allocate this time throughout the school year. For example, this may mean a subject is taught in a block over the course of a week rather than for a short period every week or it may be paired with another subject and each subject taught for half of the term.

Cross-Curricular Opportunities

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups of children have been invited to sing in the local community and at Hereford Cathedral. Years 3 and 4 have taken part in the annual event Spring Sing In and Years 5 and 6 have taken part in Young Voices. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Harvest and Christmas time, the whole school takes part in a musical performance of some kind. Key stage 1 rehearse and perform the nativity and Year 6 rehearse and perform an end of year musical show in the summer term. At other times of the year e.g. Easter and class assemblies, year groups, key stages or the whole school get together to provide appropriate musical entertainment. At the end of each term the class who have received wider opportunities tuition showcase their learning for the parents and children. We also invite in Music on the Move, a group of students from the 6th Form and Art College to give children the opportunity to experience a live music performance.

Extra-Curricular Opportunities

We offer a key stage 2 musical theatre club, karaoke club and a range of extra-curricular clubs have previously been offered including recorders, ukulele and samba/percussion.

Peripatetic musical instrument tuition is offered to all children in piano and clarinet. Lessons are taught 1:1 for children from Year 2 upwards who have chosen to learn one of these instruments. Parents are requested to purchase or hire the instrument and pay the additional music lesson fees on a weekly or termly basis.

Inclusion and Equal Opportunities

Activities are carefully planned by the class teacher and will be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through their experiences in the subject.

We recognise that in all classes, children have a wide range of ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways which include, but are not limited to:

- setting tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty
- grouping children by ability and setting different tasks for each group
- grouping children in mixed ability groups
- providing resources of different complexity, depending on the ability of the child
- using classroom assistants to support the work of individuals or groups of children

Resources

The following resources are available to aid the teaching of music at Weobley Primary School;

- Charanga music scheme – all teachers and TA's have individual logins
- sound system, laptop and projector in the hall
- a range of musical resources on CD which includes classical, popular and cultural music
- a selection of un-tuned percussion instruments
- tuned instruments – glockenspiels and recorders
- ukuleles
- samba drums

Health and Safety

Children are always encouraged to use instruments carefully and safely. Appropriate beaters must be used for certain instruments. An instrument, which is blown, should have the mouthpiece cleaned after each use. In line with our COVID 19 risk assessments: instruments are cleaned between class bubbles with designated school disinfectant. Children wash their hands before and after use. Wider opportunities is taught in the school hall with doors and windows open.

Further Information

Further detail of the music curriculum can be found in the following three documents:

- National Curriculum for music 2014
- Subject Map - music
- Year Group Subject Map - music

4. Impact

Our music curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling, and explaining to aid retrieval at the beginning and end of a lesson unit. This will enable all children to alter their long-term memory and know more, remember more and do more as musicians.

Assessment

Each lesson in music gives the children the opportunity to self-assess their confidence in the lesson's objective. Self-assessments are compared with the teacher assessments and a decision is made as to whether the whole class, a small group or individuals need further support in this area. This additional support is either delivered by the class teacher or teaching assistant.

5. Role of the Subject Leader

Monitoring

Monitoring is carried out by the Subject Leader, supported by the Head of School and Lead Teacher in the following ways:

- Informal discussions with staff and pupils
- Work sampling
- Classroom observations
- Assessment folder observations

Training

Any staff training needs identified through monitoring will be organised by the Subject Leader in conjunction with the Head of School and Lead teacher.

Evaluation and Review

This policy along with the Subject Map and Year Group Subject Map are reviewed annually by the Subject Leader. A Subject Action Plan is also produced each Autumn term, at the same time, the previous year's action plan is reviewed.