

Music Policy

Intent

At Worsthorne Primary School, we believe that teaching and learning in music is important because it stimulates creativity, imagination and inventiveness. We want our children to love music. We want them to have no limits to what their ambitions are and grow up wanting to be music producers, songwriters, composers or rockstars! We aim to give children access to an engaging and fun music curriculum reflecting the world they live in now, but at the same time giving them access to musical styles throughout history. Children are able to listen and appraise a variety of musical styles alongside performing pieces and creating their own compositions through the use of instruments and technology. To achieve this, all children access a variety of musical games, songs, instruments, music workshops, and extra - curricular activities giving them practical hands on experience. We hope children continue to grow in confidence as they progress through the musical curriculum and become passionate in their responses to music. Added to this, we want children to become more independent learners within this area, reflect upon their learning and develop resilience within the musical world.

Implement

To achieve the above, we do the following:

General class teaching

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as singing assemblies, various concerts and performances, the learning of instruments, and the joining of musical ensembles. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play various un-tuned and tuned percussion instruments. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and 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, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

EYFS

In the Early Years Foundation Stage we provide opportunities for children to:

- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

KS1

- 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.

KS2

- 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.

Our school uses the Kapow scheme as the basis for the teaching of music. This, alongside the the school's own thematic curriculum has influenced how we have planned our music units of learning for each year group. Where possible, music units of learning have been matched to the year group themes. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through school.

Subject leader

A good music leader ensures that all pupils can develop their musical ability and knowledge, and learn the skills required to work like a musician. They plan improvements that builds their school's music curriculum, raises standards for pupils and leads colleagues to teach music better.

Music leaders:

- keep up to date with broad developments in music education, and consider how to share these with colleagues and pupils where appropriate;
- are aware of, and take responsibility for, developments that affect school music policy, including health and safety;
- are aware of, and take responsibility for, addressing gender stereotyping in music lessons and enrichment activities;
- implement a whole-school vision for music, and advise and support colleagues on the pedagogy and appropriate resources to achieve it;
- ensure that they access continuing professional development (CPD) for leadership of music and that colleague's access CPD to address their requirements too;
- coordinate and support the organisation of enhanced activities such as the choir, performances etc
- monitor the provision of music and pupils' progress, and contribute to the strategic development of learning in school.

Impact

Assessment

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.

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Person Responsible	Natalie Ridgley
To be reviewed	Annually
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