

Music Policy
St Wilfrid's Primary School
Updated Nov 2023

Vision/Value Statement

Our music curriculum aims to provide all pupils with an enjoyable, high quality music education which engages and inspires children to develop a life-long love of music from different era's and cultures. We see a music curriculum that increases self confidence, curiosity, creativity and imagination and provides opportunities for self expression and a sense of personal achievement. We want children to participate in a wide range of activities to develop their talents in all aspects of music including rhythm work, instrumental skills, composition, singing and appreciation. We want music to be embedded into school life and for it to be active and influential. We aim for music at St. Wilfrid's to give opportunities for children to become real musicians and given opportunity to perform and share their musical skills. We want to inspire the minds of tomorrow to be creative and proactive musicians and to make musical choices based upon their feelings, understanding and experiences of this subject.

Aims

The aims of this policy are to ensure that all children have access to a high quality music education in line with the aims and aspirations of 'The Importance of Music; a National Plan for Music Education'

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

- • Perform, listen to, review and evaluate music
- • Be taught to sing, create and compose music
- • Understand and explore how music is created, produced and communicated.

Entitlement

All children have the right to a high quality music education as part of the curriculum, but also through extra-curricular provision.

They should have the opportunity to take part in a range of musical activities which will encourage them to achieve their potential, whatever their musical tastes.

Structure

EYFS Music plays an important part in a child's early development. The Early Years Foundation Stage Curriculum encompasses all areas of creative development, particularly in the area of Expressive Arts and Design. In EYFS the pupils' early learning goal is:

- 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.

Early Years are taught music by class teachers and follow a mixture of Charanga lessons as well as stand alone lessons based on topics – these are highlighted in the school Yearly overviews.

KS1 Pupils should 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.

National Curriculum 2021

KS2 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.

National Curriculum 2021

Key Stage One and Two's Music Curriculum is taught by class teachers, who have access to the "Charanga" online music scheme. Children receive lessons of 30 minutes per week.

Curriculum content

Class teachers are responsible for all planning. In Early Years Songs and rhymes are based on Early Years curriculum topics, as well as those which teach key skills. All the children have access to a smartboard in their classroom and now to school ipads, both of which can be used to enhance the musical curriculum. The teaching of Music

enhances other curriculum areas and teachers' look for opportunities to bridge the curriculum to Music, broadening the pupil's experiences.

Assessment and recording

Feedback to pupils about their own progress in Music aims to help children learn by being positive and constructive. Feedback is always given whilst a task is being carried out through discussion between child and teacher

. Formative assessment is also used to guide the progress of individual pupils in Music. It involves identifying each child's progress in each aspect of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions in the context of a practical task.
- Specific tasks for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Peer and Self-assessment. Records of progress in music are recorded through video and photographs (parental consent for photographs is given) these are uploaded to seesaw, showing evidence and progress of the children's learning. Charanga music passport is filled out during each school year and passed onto the next teacher. This will show progression though the whole school.

Reporting to parents

Written reports are completed by the teacher during the summer term and are based on information gained through assessments carried out throughout the year. Parents are given opportunities to discuss their child's progress at parents' evenings held at intervals throughout the school year.

Celebrations of success

We have large and small musical performances throughout the year.

- Individual classes may perform songs they have been learning to the rest of the school in assembly.
- In Key Stage One, children regularly perform for other Key Stage One Classes
- Children who are in the "Voiceband" choir perform for the rest of the school in Hymn Practise.
- Voiceband perform informally for their parents and the end of their club and formally as part of whole school concerts.
- Voiceband also perform in the community and at "Catholic School Partnership" events.

- There are regular masses in our church, with the church community, where we sing hymns learned in school.
- There is a Christmas performance every year in which every child in school takes part.
- There is an end of year concert in which the children learning the guitar and keyboards perform.
- Rocksteady sessions – children are given the opportunity to perform their band songs every term.

Instrumental Tuition

- Key Stage Two children have the opportunity to learn either guitar or keyboards.
- The lessons are within school time
- The children are taught in groups of up to 10, the lessons are 30 minutes long and are delivered in blocks of 10 at a charge. This is paid directly to the school office.
- Parents are kept informed of progress through a home school diary as well as an end of year report.
- The music coordinator is responsible for liaising with the music tutor.

Singing Policy

Singing is at the heart of the music curriculum and the school.

All children should have the opportunity to sing regularly. Children sing regularly as part of their music curriculum lessons and singing is also used as a tool to underpin learning in other areas of the curriculum. Other opportunities are available for pupils to sing on a regular basis through the junior choir, assemblies and whole school singing.

First Access

All children will receive a full year of whole class instrumental tuition during Key Stage 2

This is taught within school by the class teachers.

Differentiation

The Programme of Study for each Key Stage should be taught to pupils in ways

appropriate to their abilities. We achieve this by:

- Setting tasks of varied/ increasing difficulty.
- Opportunities to extend the learning of pupils where appropriate will be built into lesson planning.
- Opportunities for wider development will be provided wherever possible e.g. giving pupils a chance to showcase their work and perform during assemblies and in school concerts; opportunity to take part in extracurricular clubs; making links with local high schools.
- Using teaching assistants to support the work of individual children or groups of children.
- Opportunities will be provided for pupils with Special Educational Needs through differentiation in planning and ensure that learning activities are accessible.
- The needs of pupils with physical disabilities will be taken into consideration when planning work.
- Pupils will be supported where necessary by the class teacher or teaching assistant.

SEN

Children with special educational needs should be able to access a high quality music education, and activities should be adapted to enable them to do so where necessary. Where this is difficult, specialist support for inclusion is available through the expertise of the local music education hub.

Gifted and talented

Pupils who are gifted and talented in music are given the opportunity to participate in a range of extra-curricular music activities

The music education hub also offers a range of accelerated learning and enhancement opportunities for gifted and talented learners.

Progression

All pupils are encouraged to continue with their music making where there is a need or a wish. Opportunities for progression are available through small group instrumental lessons and extra-curricular activities such as “Voiceband” run by Miss Richards – Music co-ordinator.

Equal opportunities

All children can access music in their own unique way, whatever their background or circumstances. We will ensure that music is available and accessible for all our children.

Resources

In school we are fortunate enough to have quite a wide range of tuned and untuned percussion instruments as well as a piano. Nursery and reception have their own set of percussion instruments. We also have a set of keyboards.

Each class has a smartboard and set of speakers for access to the general musical resources of the internet as well as to those of “Charanga” and “Espresso” specifically. The Hall computer has a huge range of hymns saved onto it, for use in Hymn Practise, liturgies and Masses. There is also a collection of CDs in the hall.

The school now has a class set of ipads which have musical apps on them and can be used for audio and video recordings of the children engaging in musical activities.

CPD and INSET training for staff

All staff delivering national curriculum music are entitled to CPD. Staff needs will be reviewed yearly and training needs will be met through the curriculum music SLA.

Transition

When the children transfer to their High School they will take with them information about which instruments they have played during their time at St Wilfrid’s, be that as part of the “First Access” scheme or guitar or keyboard tuition. Also, whether they have ever been members of the school choir.

Role of the subject leader

The subject leader for Music is responsible for:

- Providing strategic leadership and vision
- Carrying out the requirements of the school improvement plan linked to music.
 - Monitoring the delivery of Music and advising on action needed and identifying appropriate staff training
 - Supporting colleagues in their planning, implementation and assessment of Music and the progress of children against the age related expectations.
 - Being informed about current developments in the subject.
- Maintaining a file/book of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.

Music Policy Review

This music policy will be reviewed annually by the subject leader in conjunction with the subject development plan.

