

Willerby Carr Lane

Primary School



Music Policy

POLICY MANAGEMENT

Approved by	Full Governing Body
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Purpose

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.

Music should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum.

“Where words fail, music speaks.” — Hans Christian Andersen

Aims

At Willerby Carr Lane Primary School, we aim to provide quality teaching and learning of music to ensure all pupils:

- 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
- 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.

Making Music education Relevant

At Willerby Carr Lane Primary School, we ensure that music education is relevant by providing opportunities for children to learn a diverse range of instruments, including: ocarina, recorders, drums, violin, cello, guitar, xylophones, cello, ukulele and djembe drums.

Making use of our Locality and Wider Links

At Willerby Carr Lane Primary School, we aim to provide strong foundations for children’s development of music education. We aim to make best use of our own facilities and those nearby. We:

- have a large central hub set aside for music.
- have a dedicated music room with a range of instruments to support peripatetic lessons.
- link in with the East Riding Music Service
- link in with the Voices Foundation to support singing
- follow the award winning Charanga Music scheme

- Follow the nationally accredited 'Ocarina Workshop' scheme
- provide 'real' opportunities for children to perform: school shows, assemblies, annual school music concert, local care homes, nearby church, Christmas concerts for parents as well as elderly residents in our community

Curriculum Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in detail in our Charanga Music scheme. The scheme sets out in detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The progression in teaching from one year to the next
- The associated key vocabulary children are expected to learn and understand
- Adaptable individual lesson plans and resources

Our curriculum is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

Curriculum Implementation

In Key Stage 1 and 2, lessons are led by our specialist Music teachers. Singing is taught in music lessons as well as in weekly singing assemblies and after school choir club.

The school also has a number of peripatetic teachers who teach a wide range of string, woodwind and percussion instruments. Pupils have the opportunity to progress through the ABRSM/ Guildhall exam system. Once basic skills are established, pupils develop their instrumental & musical skills through involvement in the school orchestra (differentiated parts), performing in school assemblies and concerts.

All children in Key Stage 1 learn to play the ocarina. In Key Stage 2 children learn the recorder ensuring that they should leave primary school able to read music.

Through a high-quality music education should:

- Experience a wide variety of music
- Be encouraged to express their own individuality through creativity
- experience the joy of singing and playing together
- have a deeper knowledge and understanding through their experiences
- have a good understanding of notation.
- be excited & inspired by music.

Lesson design is consistent across the school, and includes:

- a clear introduction of task and context
- teaching skills necessary to succeed in a logical progression
- time to explore, compose, rehearse, perform, listen, review and evaluate

- notational development: Aural - Pictures- dots and dashes- graphic - staff
- vocal progression: age appropriate: song types-parts-range
- instrumental progression: ability appropriate: differentiated parts: pitch range

Music in the Foundation Stage

Music-making and singing aids the general development and well-being of our very young. Regular musical activity both child-led and adult-led can help support children's acquisition of language and communication. It can aid their personal and social development, their physical agility, well-being, imagination and creativity. Songs cover diverse topics. For example, animals, Harvest, Christmas, Easter, Diwali, human experiences, emotions, friendships Counting songs, Nursery rhymes, etc. Musical activities may also help towards an understanding of maths and allow us to make sense of our world.

Cross Curricular Opportunities

The content and positioning of music units is designed to develop a coherent and progressive music curriculum which supports quality teaching and learning. Links are only made with other subjects where they can meaningfully and significantly contribute to the teaching of those areas. Possible opportunities include:

- Drama – music can enhance any drama work, whether individual drama lessons or school performances
- PSHE – when children perform for members of the community (residential care homes, Christmas community carol concert, Good Sam deliveries etc) they learn how much joy they can generate for themselves and others, and how music can bridge both age and cultural divides.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson.

We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. Teachers assess how well children are able to answer the key questions which are set out in our knowledge organisers: the depth of their answers and clarity of their explanations. For each unit pupils are assessed to have met the expected targets, exceeded them or not met them.

Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs.

Children in receipt of pupil premium are supported financially in accessing individual music tuition.

Role of the Subject Leaders

The music subject leaders are responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in music and disseminating information to the rest of the teaching staff.