



Music Policy

Introduction

At Westgarth Primary School we are committed to providing all children with learning opportunities to engage in music. This policy reflects Westgarth Primary School's values and philosophy in relation to the teaching and learning of music. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment.

Philosophy

At Westgarth Primary School, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We embrace the National Curriculum purpose of study which states: "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 pupil's 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." National Curriculum 2014

Subject Aims and Objectives

- Encourage our children's understanding and enjoyment of music through an active involvement in listening, composing and performing;
- Provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others;
- Help children to develop an awareness of musical traditions and developments from a variety of cultures.

Teaching and Learning

At Westgarth Primary School, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons.

Music lessons are timetabled for each class on a weekly basis. This involves both whole class and small group activities.

We aim to meet as far as possible the requirements of the National Curriculum. Pupils'

understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to recognise the musical elements of:

- duration
- dynamics
- pitch
- tempo
- timbre
- texture

Children are taught to make music together, to understand musical notation, 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.

One of the main methods employed to help children to access and engage with music in school is singing. Our teaching focuses on developing the children's ability to sing expressively, in tune and with other people. This is achieved through weekly singing assemblies and a choir for Key Stage 1 and 2 pupils. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music from various backgrounds and cultures. Assembly songs are also linked to various annual celebrations and festivals such as Harvest, Christmas, Spring, Valentine and Easter.

As children get older, they are expected to maintain their concentration for longer, and to listen to more extended pieces of music. Children will be enabled to develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

To aid the teaching and learning of music at Westgarth Primary the following musical resources are available:

- Interactive whiteboards and computers.
- Tuned and untuned percussion instruments
- A range of musical resources on CD which includes classical, popular and cultural music
- Recorders
- Various music books including 'Sing Up' resources

In Year 4, children are provided with the opportunity to participate in a whole class instrumental teaching scheme (Samba Drumming) which is provided by Tees Valley Music Services. The lessons take place once per week for one half a term and last an average of 45 minutes. These lessons help the children to further develop their skills in making music together and understanding musical notation.

The teaching and learning of music at Westgarth Primary School also takes place in various extra-curricular clubs/lessons. This provides further opportunities for children to develop an appreciation and enjoyment of music. Currently, children are allowed to participate in the following extra-curricular clubs/lessons:

- keyboard, guitar, violin, flute & cello lessons (These lessons are delivered by peripatetic music teachers)
- Singing lessons (School Choir)

Curriculum

Curriculum Organisation

Teachers plan their music by consulting the National Curriculum documents and the Music scheme of work.

- Music Sessions are allocated once a week.
- Each Year group have access to the hall and resources.
- Funds are allocated for resource equipment on an annual basis.
- Each staff member is responsible for teaching music to their own class.
- Children are given the opportunity to experience making music alone and as part of a group, rehearsing and practising skills.
- Peripatetic musical services are used in school on a weekly basis and whenever possible to stimulate the child's own enthusiasm and knowledge.
- Key Stage one and two after school choir club runs once per week, for 6 weeks during the Autumn and Summer Terms.
- Outside Music agencies regularly support different year groups throughout the year.

Subject content

Foundation Stage

Foundation Stage plan music sessions to match the objectives/early learning goals referenced in the Early Years Foundation Stage (EYFS) which has been devised by staff termly into our Foundation Stage scheme of work. Children experience a range of musical activities that link to the termly topic. 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. By the end of Foundation Stage, most children should sing songs, make music and dance, and experiment with ways of changing them. Also, they represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Key Stage 1

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.

Key stage 2

Pupils should be taught to

- Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

Music Curriculum Planning and Cross Curricular Links

At Westgarth Primary School we use the Music Express scheme of work for music as the basis for our curriculum planning. The Music Express scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. The Music Express scheme of work links quite closely to the Early Learning goals in the Early Years Foundation Stage and the objectives in the 2014 National Curriculum. However, teachers also have access to other ideas and resources and are expected to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible.

Contribution of music to other areas of the curriculum include:

- Art music can provide a stimulus for artistic interpretation.
- Drama music can be used to aid dramatic effect and expression.
- History music of a specific period or event can be studied.
- Language music can help to develop listening skills and provide a stimulus for creative and imaginative writing.

- Maths music can help children to follow and devise sequences and patterns.
- PE music can be used as a stimulus for creative movement.
- RE Multi-Cultural - listening to music from other cultures and religious traditions can help children to understand and respect them.
- ICT children can use computer programmes to compose music, or enhance their research and listening skills through the Internet and CDs.

Spiritual, Moral, Social and Cultural Development

The spiritual development of pupils is shown by their ability to be reflective about:

- Their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- The spiritual development of pupils is shown by their sense of enjoyment and fascination in learning about themselves, others and the world around them
- The spiritual development of pupils is shown by their use of imagination and creativity in their learning
- The spiritual development of pupils is shown by their willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- Ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- Their understanding of the consequences of their behaviour and actions
- Their interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- Use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- Their understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- Willingness to participate in and respond positively to artistic, musical and cultural opportunities
- Their interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Assessment

As music is a practical subject, assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The learning challenges used, to plan and teach music, ensure that children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

Resources

- We have a vast range instruments that are stored in the upper and lower school hall cupboards.
- A range of Music books, magazines and CDs are situated in the cupboard outside the KS2 staffroom.

Musical Events at Westgarth Primary School

We believe that music enriches the lives of people, and so we endeavour to involve as many children as possible in musical activities. Every year, children are given the opportunity to participate in our Christmas assemblies which allows them to showcase their musical abilities. These events include whole year group singing performances.

We also provide other special opportunities for children to perform, such as assemblies celebrating various festivals such as Harvest, Diwali, Chinese New Year and Easter.

Our children also take part in annual singing event; Snappy Christmas (Year 4), Snappy Spring (Year2), The Big Sing at the Sage, Gateshead (KS2 Choir) and The Big Sing for Mini Singers at The Sage, Gateshead (KS1 Choir).

Role of the class teacher

- To ensure progression in the acquisition of musical skills with due regard to the National Curriculum for Music.
- To develop and update skills, knowledge and understanding of music.
- To identify inset needs in music and take advantage of training opportunities.

- To keep appropriate on-going records.
- To plan effectively for music, liaising with coordinator where necessary.

Role of the coordinator

The coordinator is responsible for coordinating music throughout the school.

This includes:

- Ensuring that statutory requirements within the National Curriculum for music and assessment are met.
- Fostering cross-curriculum links through the skills base curriculum and developing the use of ICT in music throughout school.
- Ensuring continuity and progression from year group to year group through monitoring books and planning.
- Guiding colleagues with how music should be taught.
- Advising on training needed and booking staff on appropriate courses.
- Assisting with buying and maintaining resources within the yearly budget.
- Assisting and supporting colleagues in the implementation and assessment of music throughout the school.
- Evaluate the strength and weaknesses in the subject, indicating area for further development and improvement. This is recorded in the School Development Plan.
- Raising the profile of music throughout school.

Signed: *Miss J Duncan*

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