

Upton Westlea Primary School

Music Policy



Approved by staff: January 2024

Signed: K Carruthers

Approved by Governors: January 2024

Signed: L Dalton

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Policy on Music

"Music is the universal language of mankind" - Henry Wadsworth Longfellow

Introduction:

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Intent:

Our intentions in the teaching of music at Upton Westlea are:

- For the children to know and understand how sounds are made and then organised into musical structures;
- To know how music is made through a variety of instruments;
- To know how music is composed and written down;
- To know how music is influenced by the time, place and purpose for which it was written;
- To develop the interrelated skills of performing, composing and appreciating music
- Encouraging 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 culture

Implementation:

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. This involves both whole class and small group activities.

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 and 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.

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, Easter and our summer carnival. We also have a composer of the term and their music is played at the beginning of the assemblies as the children walk in. Again, this provides children with the opportunity to learn about a variety of musicians through time and their music.

In Year 5, children are provided with the opportunity to participate in a whole class instrumental teaching scheme which is provided by Cheshire Music Services. These lessons help the children to further develop their skills in making music together and understanding musical notation.

We recognise the fact that we have children of differing ability in all our classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenges with different resources;
- having more adults support the work of individual children or small groups;
- providing specialist support where individual children have gifts or talents.

The Foundation Stage

We encourage creative work in the Foundation Classes, as this is part of the Early Years Foundation Stage. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. We teach music in reception classes as an integral part of the topic work covered during the year. 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.

Key Stage 1

The children in Key Stage 1 begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes, play a variety of tuned and untuned instruments, listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

The children in Key Stage 2 will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will play and perform in solo and ensembles, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations. They will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music.

Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from key stage 1 and 2 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on several occasions throughout the year.

We provide opportunities the children to take part in musical events as a school community throughout the year e.g. Harvest, Christmas, and a summer carnival.

Impact:

- We assess the children's work in music while observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons.
- At the end of a unit of work, the acquisition of knowledge, skills and understanding in music will be measure using formative and summative teacher assessment. Attainment and progress will be measured and recorded against assessment objectives for each year group which has been developed with a whole-school progression. This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents and carers. We pass this information on to the next teacher at the end of each year.
- Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- Lesson observations, planning and class music book reviews will take place.
- Any developments will be identified, and results will be incorporated into the music action plan shared with staff and school governors.

Music inclusion and equality

We teach music to all children, whatever their ability and individual needs. Music forms part of our school curriculum policy, which is to provide a broad and balanced education for all our children. Our teachers provide learning opportunities that are matched to the needs of children with learning difficulties. We strive to meet the needs of all pupils with special educational needs, disabilities, special gifts and talents, and of those learning English as an additional language. We enable all pupils to have access to the full range of activities while studying art and design. Where children participate in activities outside the classroom (a chance to perform in the community, for example), we carry out a risk assessment beforehand, to ensure that the activity is safe and appropriate for all pupils.