

Wilkinson Primary School Music Policy Contents

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Introduction:

This policy expresses the school's purpose for the teaching and learning of Music. It sets out the aims; planning of the curriculum and assessment and monitoring based on the Music programmes of study (POS) for Key Stages 1 and 2 (*DfE September 2013*).

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Intent:

In music, our intent is that all our children will aspire to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement; developing critically allowing them to compose, and to listen with discrimination. 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 that they live in; it also plays an important part in helping children to feel part of a community. Besides being a creative and enjoyable subject, music is also a highly academic and demanding subject. At Wilkinson Primary School, it is our aim to 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 judgments about the quality of music.

Aims:

Our aims in the teaching of music are to:

- Develop the child through engagement in musical activity.
- Ensure all pupils are able to access musical activities.
- Explore and understand how sounds are made and can be organised into musical structures.
- Develop the interrelated skills of composition, performance and musical appreciation.
- Develop and nurture pupils' sense of self and allow them opportunity to explore their own abilities

Curriculum coverage and progression:

- Planning for Music is implemented using two core documents: the National Curriculum Programme of Study for Computing and the Statutory Framework for Early Years Foundation Stage
- Long term planning has been developed using the Charanga Music Scheme and demonstrates coverage and progression of the attainment targets and expectations for Key Stage 1 and Key Stage 2 as identified in the Music POS.
- Medium term planning takes account of differentiation and progression and is based on the Charanga Music Scheme and some bespoke units of work developed within the school.
- Exemplification planning by the Wolverhampton Music Service and the Charanga Music Scheme has been used to support short term planning.

Plans are designed so that the topics children study in music build 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. This progression has three aspects:

1. Increasing breadth and range of musical experiences.
2. Increasing challenge and difficulty in musical activities.
3. Increasing confidence, sensitivity and creativity in the children's music-making.

Music features heavily during our creative curriculum at Wilkinson Primary School, whereby year groups will centre their creative outcome around a particular topic theme for the term in question. Children will then study aspects of music that link with their topic and through this, linking with the programmes of study as set out in the National Curriculum, we teach the required knowledge, skills and understanding in order for them to achieve the three aspects aforementioned.

Music and Inclusion:

At Wilkinson, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with Special Educational Needs, those with disabilities, Gifted and Talented pupils, and those learning English as an additional language. We take all reasonable steps to achieve these goals.

We do this by:

- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty.
- Sometimes grouping children by ability and setting different tasks to each ability group.
- Providing resources of different complexity, depending on the ability of the child.
- Using teaching assistants to support the work of individuals or groups of children.

Additional Music Teaching:

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is bought in by the school and is supplied by the Wolverhampton Music Service (WMS).

All students in Year 3 are provided the opportunity to learn ukulele in a whole-class setting with the guitar teacher for a full academic year, Year 4 students have the opportunity to audition to play classical guitar, which is then continued into Year 5 and Year 6.

Year 5 and Year 6 also have the opportunity to be taught drum kit in small groups, with them typically obtaining a Grade 1 in drum kit by the end of Year 6.

These instrument lessons are in addition to the weekly national curriculum music teaching of the school, and usually takes place during creative lessons, from which children are withdrawn for the duration of the instrumental lesson.

Assessment:

- Progress is assessed on an on-going basis against statements identified within the planning regarding what all learners, most learners and some learners will achieve. This ensures teachers are aware of individual pupil's progress in music.
- Self and formative assessment is used by the class teacher during whole class or group teaching. Children's confidence and difficulties are observed and use to inform future planning.
- At the end of each unit each class teacher creates an assessment record, indicating which pupils have achieved what all learners, most learners and some learners will achieve, including those that may be working below these statement of attainment. This is passed on to the Curriculum Coordinator.
- Children may use the school's self-assessment system (traffic lights) to assess their own learning.
- Open questions are used to challenge children's thinking and learning.
- Children are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment of the outcomes of each unit of work.
- Teacher's judgments are supported through a portfolio of evidence, featuring photographs and videos linked to digital QR codes.
- Information surrounding concerts, performances and musical successes are shared with the school community through the school website, display, celebration events, newsletters, and end of year reports.

Early Years:

- Pupils use music to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using music indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- The Foundation Stage staff use the 'Development Matters in the Early Years and Foundation Stage' to plan for music in a range of contexts.

Monitoring:

- The impact of the music curriculum is monitored regularly by the music subject leader through pupil discussion, samples of work, discussion with teachers, music evidence portfolios and lesson observations.
- Feedback from monitoring is given to individuals and groups in order to improve performance.
- Systematic monitoring of music teaching within school informs the subject leader and school development plan.
- The music leader conducts regular audits of the training needs of teachers and teaching assistants to improve their subject knowledge and confidence. Requests for training in music teaching can be part of individual teacher's performance management plan.

Equal opportunities:

At Wilkinson we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in musical activities and events within school.

Resources:

There are sufficient resources for all music teaching units in the school. As well as online access to the Charanga Music Scheme, musical instruments and equipment required for the teaching of these lessons are primarily stored safely in cupboards located in the school hall, with only members of staff allowed to access these. The cupboards are regularly checked to check their tidiness and organisation. Drum kits are located in the hall also, providing easy access for peripatetic lessons.

Music and Computing:

Computing enhances the teaching of music across all key stages. Pupils and staff utilise Charanga Music World to support at-home learning. The pupils also have access to Garageband and other recording software on the iPads which they can use to compose their own music.

Music visits and external performances:

At Wilkinson Primary School, we enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom (for example in a music workshop at another venue) we carry out a risk assessment prior to the activity and undertake educational visits planning through the web based system EVOLVE to ensure the activity is safe and appropriate for all pupils in our care.

Health and safety:

- Instruments and audio equipment are maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for musical instruments and audio equipment.
- Further guidance can be found in the school's health and safety policy.

Review:

- This policy will be reviewed annually by the music subject leader and leadership team and shared with the school community.