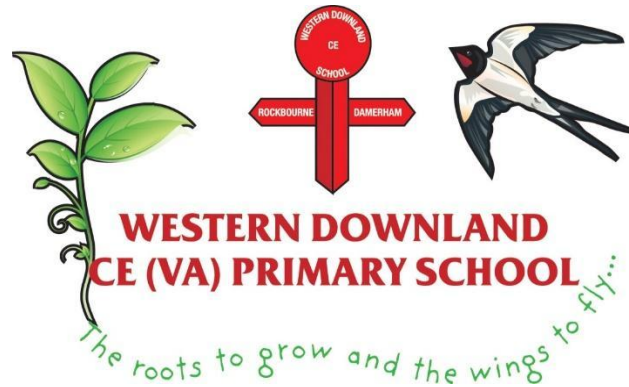


WESTERN DOWNLAND C. of E. (V.A.) PRIMARY SCHOOL

In partnership with parents we aim to provide:
'The roots to grow and the wings to fly'



Music Policy

Western Downland CE (VA) Primary School

Reviewed
Next Review

June 2022
June 2024

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Music Policy

1. AIMS

Music is a powerful and unique way of communicating that can inspire and motivate children and can change the way pupils think, feel and act. The teaching and learning of music enables children to better understand the world they inhabit, as it transcends different cultures, abilities and generations. Participating in musical experiences can help children to feel part of a community. Music is a wonderfully creative and enjoyable activity and can be a lifelong source of pleasure. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It can also be a highly academic and demanding subject – it is an education for life.

At Western Downland we provide purposeful opportunities for all children to create, play, perform and enjoy music, to develop skills, to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

Our objectives in the teaching of music are:

- To explore how sounds are made and can be organised;
- To show how music is produced by a variety of instruments;
- To teach how music is composed and written down;
- To examine the relevance of when, where and why a given piece of music was written;
- To develop the interrelated skills of composition, performance and appreciation;
- To enjoy and appreciate a wide variety of musical styles;
- To make and quantify judgements about the quality of music;
- To develop imagination and creativity;
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

2. STATUTORY REQUIREMENTS

Music planning at Western Downland follows the National Curriculum 2014 objectives for each year group and the Statutory Framework for the Early Years Foundation Stage (March 2014, updated September 2021). Objectives are taught to ensure coverage and progressive understanding. The non-statutory Model Music Curriculum (March 2021) provides a practical framework through which the statutory requirements of the curriculum can be met and is used to widen the pupils' musical experiences.

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Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

3. THE GOVERNING BODY

Regular reports are made to the Governors on the progress of Music provision through meetings with the Music Governor.

4. SUBJECT ORGANISATION

At Western Downland in Key Stage 1 and 2, the Music Curriculum is delivered using the National curriculum and Model Music Curriculum as guidance.

To support our music planning we use the online music scheme 'Charanga', as well as supplementing the music curriculum with songs and music linked to the year group topic work or the Hampshire Music planning. For each Charanga unit the supporting documents outline the Knowledge and Skills, Musical Progression, Musical Elements and Styles covered in each year group. These Key skills documents for each year group ensure that whilst there are opportunities for children of all abilities to develop their skills and knowledge in Music, the progression means that the children are increasingly challenged as they move through the school. Using these Key Skills and Charanga also ensures coverage throughout the school. The subject leader oversees the planning of music lessons throughout the school and is responsible for reviewing teacher's teaching and learning in Music.

4 Foundation Stage

The areas of learning and development

In Early Years Foundation Stage, the Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to Key Stage 1. Children are given an introduction to the musical interrelated dimensions through a variety of activities. Music is taught 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. Children are given early opportunities and expectations to use a range of instruments in the foundation stage, learning how to use these expressively. Familiarity and confidence can then flourish as the children progress throughout their school journey.

5. BREADTH OF STUDY

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Through careful planning and preparation, we aim to ensure that there is equal access for all pupils in music education to guard against all types of discrimination. All children are given a variety of opportunities:

- To listen, appraise, perform and compose in a variety of genres, styles and audiences;
- To undertake a balanced programme of activities;
- To work individually, in groups or as a whole class;
- To make appropriate use of ICT to create and record music;
- To make use of outside agencies, peripatetic teachers, music concerts etc;
- To make use of audio / visual material;
- To record findings in a variety of ways;
- To learn a musical instrument in whole class ensemble lessons (Hampshire Listen2me programme);
- To be offered the chance to participate in small group or individual musical tuition on a chosen instrument using peripatetic music teachers;
- To perform to wider audiences of parents, local community and other schools at the end of year productions, assemblies, Variety Show, Music concerts etc;
- Access to extra-curriculum clubs e.g. choir.

6. PARENTAL/COMMUNITY INVOLVEMENT

At Western Downland, making every child's music matter is a core principle. Enjoyment and achievement lie at the heart of a good primary practice; every child should enjoy musical activities. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Children at Western Downland participate in singing in school Worship, Church Services, a variety of lessons and in School Productions. Parents and the community are invited to attend and participate in the Church services and to watch the School productions and Variety Show. We teach them to listen to and appreciate different forms of music.

In addition to this, we currently participate in the Hampshire Music Service Listen2me programme where all Year 3 children learn to play 3 instruments across the school year. There are regular opportunities for parents to attend school to watch their child play the instrument in the end-of-term concerts.

We also offer to parents of KS2 children the opportunity to pay for private lessons in a range of instruments with a tutor during the school day. The lessons are subsidised for children receiving Pupil Premium funding.

In addition to in-school tuition, we offer an extra-curricular clubs e.g. KS2 choir, which children can attend weekly and which performs at the regular end-of-term Church Services, Variety Show and other events which parents and the community are invited to attend.

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7. MONITORING AND EVALUATION

The co-ordination and planning of the music curriculum are the responsibility of the subject leader who also:

- Supports colleagues keeping informed about current development in music and by providing a strategic lead and direction in the subject;
- Discusses progress with the Headteacher and evaluates the strengths and weaknesses in music, indicating areas for further improvement;
- Uses strategically allocated regular management time to review evidence of the children's work and plan opportunities for pupil conferencing;
- Observes music lessons taught by the teachers in order to provide constructive feedback, highlighting positive areas and areas on where they could improve.

8. ASSESSMENT, RECORDING AND REPORTING

Children demonstrate their ability in Music in a variety of different ways. Teachers will assess children's work in Music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral feedback to inform future progress. Pupils are also encouraged to make judgements about how they can improve their own work. We use this as the basis for assessing the progress of each child and year group as a whole.

Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation, work scrutiny (from observation or videos) and pupil conferencing. Formative classroom assessments help to build an overall picture of their developing musical skills. This helps to contribute to the Annual Report Music statements which are based on the extent to which a pupil has achieved against the National Curriculum targets.

9. STAFF DEVELOPMENT

The subject leader for Music is responsible for keeping staff up-to-date with developments or changes to the Music curriculum through regular spotlights in the weekly PDMs. In addition to this training is offered online through the Charanga music scheme for all staff.

The subject leader for Music teaches music in KS1 (years 1 and 2) covering PPA for the staff and this provides the opportunity for staff to observe the subject leader in action or for discussion about music terms and subject vocabulary.

In addition to this, staff are encouraged to use music to support other curriculum areas:

In English, Music contributes to the teaching of English by promoting the skills of reading, writing, speaking and listening. Children develop language skills through

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singing songs with attention to diction, meaning, rhythm and rhyme. They develop the skills to communicate ideas effectively when working with others in a musical setting.

In Maths, children who study the structure of Music are observing patterns and processes, as well as rhythm and structure of music which are mathematically based.

Music contributes to the teaching of Personal, social, health education (PSHE) and citizenship, through the common goal of making music, working together and building up good relationships. Music is the basis of many social activities and plays an important role in personal development and building self-confidence.

Computing supports the Music curriculum as children use computer programmes to compose music and also through the recording of their percussion compositions.

10. RESOURCES

Resources are kept in the hall stores at both sites. These include percussion instruments and books. A sound projector and system available in both halls.

At both sites we have:

- An instrument trolley with a wide range of untuned percussion instruments
- Access to Charanga online Music teaching service.
- A piano in each hall

At Damerham we also have:

- A small selection of glockenspiels

At Rockbourne we also have:

- A large selection of glockenspiels
- Some xylophones
- Some cultural drums
- Some large keyboards
- External peripatetic music teachers accessed through Hampshire Music Service.
- Specialist music teacher for Hampshire Listen2me programme and instruments on hire for each term for Y3.

11. INCLUSION

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 hard to meet the needs of those pupils with special educational needs, disabilities, English

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as an additional language and those with special gifts and talents and we take all reasonable steps to achieve this.

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, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. At times, Music can create challenges for children with sensory issues or physical disabilities and some pupils will benefit from working individually, with or without the support of an adult and / or ICT. Assessment against the Curriculum allows us to consider each child's attainment and progress against expected performance descriptors.

12. EQUAL OPPORTUNITIES

We aim to give every pupil the opportunity to enjoy a variety of musical activities. Staff will create an environment that challenges stereotype and supports the appreciation of other cultures. Diversity and difference are celebrated and respected. All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.

This policy should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Assessment and Record Keeping
- Special Educational Needs and Disabilities (SEND) Policy and Accessibility Plan
- Behaviour Policy
- ICT Policy
- Equal Opportunities Policy
- Health and Safety Policy

Member of staff responsible: Clare Worsfold

Date policy updated: June 2022

Date to be reviewed: June 2024

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