



## *Music Policy*

*September 2024*

## Music Policy

### Introduction

This document is a statement of the intent, implementation and impact for the teaching and appreciation of Music at Walbottle Village Primary school. The policy reflects the requirements of the National Curriculum Statutory Orders; the Areas of Learning and Early Learning Goals within the Foundation Stage Curriculum which highlights the importance of singing in schools and states that every primary school child should have opportunities for sustained and progressive instrumental tuition. It also recognises the cross-curricular nature of music.

### Intent

In teaching music it is our intent to:

- encourage children to sing with enthusiasm from an early age, free from inhibition.
- cultivate listening skills
- offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise
- encourage children to work individually and to co-operate with others
- foster a love and understanding of music through active involvement in listening, appraising, composing and performing
- develop pupil's confidence in all musical activity
- build all pupil's social, cultural and spiritual development through music

### Implementation of the Teaching and Learning of Music

Music has an important contribution to make to the education of every child in developing creative, expressive skills and aesthetic awareness. Through the teaching of music, children can be provided with the stimulus for a lifetime's pleasure and participation as performers and listeners. At Walbottle Village Primary School, we use the 'Charanga' scheme of work to teach:

- performing
- composing
- listening
- appraising

Children will be taught to recognize:

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

Other music skills to be developed include:

- developing and shaping of musical ideas
- controlling instruments
- reading simple signs and symbols and performing from them
- controlling the sounds of a range of tuned and untuned instruments • exploring and using a range of sound sources including voices, bodies and sounds from the environment
- sharing music-making, either live or recorded
- performing to different audiences for a variety of purposes

The predominant mode of working is as a whole class, although opportunities will be available for input to small groups and individuals. There will be direct teaching and also opportunities to explore and experiment with sounds and instruments. The teacher will also offer guidance and support whilst encouraging creativity.

Children will have the opportunity to perform in an autumn term production (in phase groups) and in class assemblies. Children who attend ‘Singing Club’ will perform a Christmas concert to local residents and in the summer term to showcase their talents. Children in Y1-6 will have a weekly music assembly that focuses on singing and consideration of the inter-related music dimensions.

### Impact

Opportunities are provided to enable the children to:

- develop their skills in singing and instrumental accompaniment from simple nursery rhymes through to complex rhythmic, melodic and part songs
  - explore different aspects of composing and to adapt and refine their work before recording and performing it
- listen to a wide range of music, learning to recognise and discuss musical elements, structures and differences and similarities in style
  - use dance, movement, poetry/writing and art to respond to the character and mood or as a stimuli for their own compositions
- develop a sense of history through their learning activities by giving the children some knowledge of the music of different times, countries and culture
- demonstrate and perform the excellence in music achieved through practise

#### Role of the Music Co-ordinator

- responsible for the day to day operation of the Music Policy
  - moderate planning schemes of work for all ages
  - auditing and resourcing the school's music equipment, as well as maintaining and organising its storage and use
- liaising the whole school singing practices
  - booking visiting musicians
- liaising with the Newcastle Music Service

The music co-ordinator will also:

- seek to enthuse the staff and children and promote high achievements
  - monitor, evaluate and advise on the teaching of music in the Early Years
- provide extra curricula activities such as a singing club and a club to work with children involved in the Christmas production
  - Annual Events Supporting the Teaching of Music

#### Gifted and Talented

The music co-ordinator will ensure that any beneficial workshops will be available to children who are Gifted and Talented in this area of the curriculum.

#### Equal Opportunities and Special Educational Needs

The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for SEN children and plan the curriculum with differentiated activities to allow each pupil access to the music curriculum in various ways:

- modifying instrumental parts
- adapting musical responses
- adapting instruments

### Assessment, Recording and Reporting

Informal, continuous assessment of the progression in music will be part of the normal teaching process to ensure continuity and progression. Formative assessments will be made during the lessons and reported to the parents through the written Annual Report in the Summer Term. Video recordings will be made at the start and end of each unit to show performance progression. A summative assessment is made by teaching staff at the end of each unit and recorded in an assessment grid.

### Community Links

We encourage and warmly welcome visits by music specialists within the local community. We invite the community to join us for performances where appropriate.

### Staff Development

The music co-ordinator attends courses or undertakes research in order to report back relevant information and initiatives to the other teachers and Local Advisory Board via Staff Meetings.

### Monitoring and Review

This Music Policy will be monitored and reviewed as outlined in the School Development Plan. The Local Advisory Board will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.