

WALFORD NURSERY & PRIMARY SCHOOL



Policy on MUSIC

Reviewed and Updated: September 2021

Date for Review: September 2022

Walford Nursery & Primary School Music Policy

*Learning and Enjoyment...
Every Child, Every Opportunity, Every Day*

INTENT

At Walford Nursery & Primary School, pupils will:

- Show an awareness of music from different traditions and cultures.
- Understand the history of Music and how it has changed over time.
- Use musical vocabulary to describe and evaluate music.
- Compose and perform using a variety of tuned and untuned instruments with confidence.
- Use technology to record and compose music.
- Listen to and appraise music from a variety of genres.
- To know of and appreciate a range of composers from across cultures and history to enrich their cultural capital.

IMPLEMENTATION

What does our Music Curriculum look like?

Please refer to:

- our **Long Term Plan**, which demonstrates the progression of knowledge and skills within the whole school music offer;
- our **Medium Term Plan** for each year group, which maps teaching and learning, knowledge and skills through a topic;
- our **Non-core topic webs**; which summarise the key knowledge and skills to be acquired and retained during a music unit.
- our **Knowledge Organisers**, which summarise the key knowledge and skills to be acquired and retained during a music unit.

IMPACT

Our music curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory and know more, remember more and be able to do more as musicians.

Additional music teaching

Peripatetic music teaching is provided by Herefordshire Music Services. These lessons are paid for by parental contributions on a termly basis. Instruments can be hired. These lessons are normally taught to individual or small groups of children either at lunchtime or during normal lessons. A rota system is used so that children do not miss the same class lessons each week. Instruments that can be learnt this academic year include flute, violin, guitar and percussion.

Music curriculum planning

Music throughout the school is planned from the Kapow! scheme of work in line with the National Curriculum. The topics chosen are generally linked to the theme the particular class is working on for that half term and build upon prior learning. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the whole school scheme of work means that the children are increasingly challenged as they move through the school.

The detailed medium-term plans give details of each unit of work for each half term. In line with the National Plan for Music, KS2 children are provided with the opportunity to learn various instruments, including the toot (Y3), violin (Y4) and the ukulele (Y5).

Early Years Foundation Stage

We teach music in our reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. 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.

The contribution of music to teaching in other curriculum areas include:

English

Music contributes significantly to the teaching of English in our school.

Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics

Music contributes to the teaching of mathematics through observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Information and communication technology (ICT)

ICT is used in music where appropriate. By recording their work, children can suggest improvements to a performance. Children in KS2 can use apps such as Garage Band to compose and perform.

Science and D&T

e.g. experimenting with different sounds and making musical instruments.

Art

Graphic scores e.g. pattern pictures to illustrate sound effects.

We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures.

Personal, social and health education (PSHE/RSE) and citizenship

Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence.

Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Walford Nursery & Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge

and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies.

Teaching music to children with additional needs

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Learning Profiles (ILPs). See SEN Policy.

Opportunities for live music

- Singing practice — Once a week the whole school meets to learn songs for assembly and special occasions.
- Listening & Appraising occurs when the whole school meets for assembly. This is an opportunity for introducing a new piece of music by the Composer of the term and for quiet reflection at the start of each assembly.
- School performances: At Christmas time, each year group takes part in a musical performance of some kind e.g. KS2- Carol concert, EYFS/KS1- Christmas play. At other times throughout the year e.g. Harvest, Easter during concerts or assemblies, year groups or the whole school collaborate to provide appropriate musical entertainment. At Christmas time, KS2 children sing carols to the public.
- Children who learn with peripatetic teachers are encouraged to play when appropriate. There are arranged assemblies to 'Share Your Talent' where these students perform to an audience of pupils and parents/carers.
- At the end of the summer term, Year 6 put on a musical production, as a leaving performance to the rest of the school and parents.

Extra- Curricular

The recorder club is available to students from Year 2 through to Year 6, where students are taught during a break/lunch time to develop their musical skills by a peripatetic teacher. Other opportunities to perform will be discussed with the Head teacher as they arise.

Assessment

Assessment is an integral part of the teaching of Music. Children's work is assessed through observations and informal judgements. At the start of every lesson, children will complete or discuss verbally a 'Flashback 4' which consists of four questions: something they learned yesterday, something they learned last week, something they learned last term and something they learned last year. At the end of a lesson, children will demonstrate their learning by completing a NIKI (Now I Know It) evaluation. The teacher makes a summary judgement about the work of each pupil and this will be used as basis for assessing the progress of the child at the end of the year. Formative assessment takes place in each lesson and is used to inform the next step in teaching and learning.

Written or verbal feedback (in line with school marking policy) is given to help guide children's progress and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress based on their achievement of the learning objectives in lessons. Children are encouraged to assess their own learning through self-assessment. Feedback on attainment to parents will be given during end of

year reports. Use of a digital camera/iPad or a video may also be used to record work done, it can then be documented for record on the School Website- Class Page and Music Curriculum Page.

Monitoring

Monitoring is carried out by the Headteacher, a member of senior management or the Geography Coordinator, in the following ways:

- Informal discussion with staff and pupils (pupil voice)
- Work sampling and book trawls
- Classroom observation
- Planning scrutiny

INSET and CPD

Appropriate opportunities for training are found, such as the annual Music Conference, for the music coordinator and members of staff and then shared at staff meetings.

The Role of the Subject Leader

- to lead the development of Music curriculum with a clear sequence of knowledge and skills.
- to provide guidance to individual members of staff
- to keep up to date with local and national developments in Music and disseminate relevant information
- to review and monitor the success and progress of the planned units of work
- to be responsible for the organisation and maintenance of music resources

Health and Safety

Children are always encouraged to use instruments carefully and safely. Appropriate beaters must be used for certain instruments. An instrument, which is blown, should have the mouthpiece cleaned after each use.

Evaluation / Review

There is an annual review of this policy by the Music Coordinator. The coordinator will report to the governing body on the progress of the children in music and will meet with the designated governor to discuss and monitor the success of the teaching in music.

This policy was updated in September 2020. The policy was adopted by the Standards, Teaching & Learning Committee of the Governing Body of Walford Nursery & Primary School in September 2020 and will be monitored annually.

Signed: Chair of Standards, Teaching and Learning Committee

Signed: Headteacher