

Warden House Primary School



Music Policy

Reviewed by Senior Leadership Team Term 6 2023

“Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility.”

Hillary Clinton

“Where words fail, music speaks.”

Hans Christian Anderson

Intent:

Music is a universal language that embodies one of the highest forms of creativity that is shared by all. At Warden House Primary School children receive a high quality music education that engages and inspires all pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As a school we value the Spiritual, Moral, Social and Cultural (SMSC) benefits that our irresistible music curriculum provides for our children and value its importance in developing children's musical creativity and curiosity. Music gives the children opportunities to be expressive, to have freedom to explore their creativity and to celebrate and share this with their local and wider community.

The role of Music at Warden House Primary School is key in developing and enriching our children's understanding, appreciation and knowledge of the diversity of musical culture.

Implementation:

At Warden House, our Music curriculum is delivered through the use of materials published by 'Kapow' which is a programme that covers all aims and subject content of The National Curriculum and 'The Model Music Curriculum' guidance 2021. In Music, the sequence of learning and progression of skills are designed to help pupils to revisit prior learning as well as practice and develop new skills. A wide range of genres are taught and studied to broaden and deepen children's cultural diversity. Principles of cognitive load and retrieval practices are embedded within our teaching and learning structure to increase the learning retention, recall of vocabulary and concepts within Music. Our irresistible music curriculum sequence builds knowledge, skills and understanding whilst enabling regular opportunities to revisit learning using retrieval practices.

In EYFS children will:

Explore rhythm, pace, volume and a range of instruments through both child initiated and teacher led activities. 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. Early Learning Goals support teachers in assessing children's development and the following Early Learning Goals can be linked to supporting learning foundations for music:

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

In KS1 children will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of Music

In KS2 children will

Pupils 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.

In year 3, 4, 5 and 6 pupils will:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of Music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Instrumental teaching:

All pupils from Year 3-6 will receive whole class instrumental teaching as part of their weekly music lessons- this will be using tuned percussion instruments. This is in line with the guidance of the new 'Model Music Curriculum' guidance. This will further reinforce the musical skills of all children on a deeper level. In Year 5, pupils are able to sign up to receive small-group brass tuition following the Bold As! project. Children can continue the learning of their brass instrument into Year 6 if they wish and then beyond at secondary school which provides great opportunities for lifelong learning and a passion for music.

Impact:

Through the successful implementation of our curriculum, our children will:

- Gain self-confidence and a sense of achievement through exploring and learning in their music lessons.
- Be aware of, understand and respond appropriately to the rich variety of sounds in their environment and particularly to those organised arrangements of sounds called music.
- Acquire musical skills and understanding of musical concepts through performing, composing and listening.
- Develop their capacity to express ideas and feelings through the medium of sound.
- Have a wide range of additional musical experiences which will enhance their social, moral, spiritual and cultural

Inclusion

In all classes, there are children of differing abilities; stages of development and stages of understanding. We recognise this fact and that children's learning is understood developmentally, and provide suitable learning opportunities, for all children, by matching the support and scaffold given to access the learning tasks to meet the needs of the child.

Cross-curricular links

Cross-curricular opportunities will be made across subjects where this supports intended learning outcomes, these links will be delivered in a creative and irresistible way.

Health & safety

Because children may be using tools and materials that could possibly present a hazard if used incorrectly, children will be taught to use the correct methods and will be encouraged to recognise the risks involved. Teachers will promote these in order to ensure the health and safety of their pupils. Children will also be taught the necessity of looking after equipment, by using it correctly and keeping it clean and tidy.

Assessment, recording, reporting and feedback

The subject leader and class teacher are responsible for assessment, attainment and monitoring the standard of the children's work and the quality of teaching in music in line with the school's assessment policy.

Some examples of methods of assessment that will be used are:

- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing their designs and techniques
- Monitoring of performance, display and books
- Feedback from parents and guests who attend show case events

The role of the subject leader

The subject leader is responsible for supporting colleagues in the teaching of music, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

The subject leader will:

- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Highlight / Celebrate successes
- Collate appropriate evidence over time – this should show that pupils' skills and understanding develop over time
- Provide ongoing support to colleagues
- Discussing resource needs with teachers
- Identify areas of CPD need for music across the school

Review

This policy will be reviewed by the Senior Leadership team as part of the school's two-year review cycle to evaluate the school's progress towards against its action plan, with additional required action to be identified and tracked by the music subject leader. Progress will be discussed with the school senior leadership team and reported to the governors. This evaluation will form the basis for an action plan, which will then inform the school Short Term Plan.

This policy was written by Kelly Allsopp – Music Leader