

Upton Westlea Primary and Nursery School

Music Policy



Inspire, Learn, Succeed

Approved by staff: July 2024

Signed: K Carruthers

Approved by Governors: July 2024

Signed:

“Music is the universal language of mankind”

Henry Wadsworth Longfellow

1. Introduction

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 they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We 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 make judgements about the quality of music.

2. Intent

Our intentions in the teaching of music at Upton Westlea are:

- For the children to know and understand how sounds are made and then organised into musical structures;
- To develop pupils enjoyment of playing and performing in a group;
- To develop children’s skills in using music notation such as reading chords, recognizing rhythms and notes;
- For children to develop their singing through a range of songs;
- For children to develop their improvising and composing skills and encourage our pupils to find their own creative voices;
- To develop the children’s listening and appraising skills to a wide range of music;
- To develop and support pupils’ understanding of the cultural, social and historical context of music, drawing from a broad and diverse range of musical traditions and cultures.
- To know how music is made through a variety of instruments;
- To know how music is composed and written down;
- To know how music is influenced by the time, place and purpose for which it was written;
- To develop the interrelated skills of performing, composing and appreciating music;
- Encouraging our children’s understanding and enjoyment of music through an active involvement in listening, composing and performing;
- Provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others;
- Help children to develop an awareness of musical traditions and developments from a variety of culture.

3. Implementation

We aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons. This involves both whole class and small group activities.

We use the programme of Sing up to support the teaching of Music. The programme consists of units of work including:

- Six week units which are based around a song, and the musical learning flows from the features of the piece. Taking an integrated approach, these units combine singing and playing, listening and appraising as well as improvising and composing.
- Three week units which are grouped to cover a half term which focus more heavily on composing/improvising or on listening/appraising. These units support pupils to find their own creative voices. The listen and appraise units vary, with some focusing on active ways to listen for deeper and more internalised experience through movement, dance or art activity.

Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to recognise the musical elements of duration, dynamics, pitch, tempo, timbre and texture.

Children are taught to make music together, to understand musical notation, and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

We teach them to listen to and appreciate different forms of music from various backgrounds and cultures. Assembly songs are also linked to various annual celebrations and festivals such as Harvest, Christmas. We also have a composer of the term and their music is played at the beginning of the assemblies as the children walk in. Again, this provides children with the opportunity to learn about a variety of musicians through time and their music.

In Year 5, children are provided with the opportunity to participate in a whole class instrumental teaching scheme which is provided by Edenstia. These lessons help the children to further develop their skills in making music together and understanding musical notation.

Early Years Foundation Stage

We encourage creative work in the Foundation Classes, as this is part of the Early Years Foundation Stage. We relate the children's creative development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and imaginative play. The range of experience encourages children to make connections between one area of learning and another, and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children are engaged in a wide range of activities, and their responses involve the various senses. In Nursery, we use the London Rhymes EYFS from the Sing Up programme. There are 4 categories that we'll be using to help us look out and encourage the children in their musical development: Hearing and listening, Vocalising and singing, Moving and dancing, Exploring and playing. The

units of work for Nursery contain a series of activities built around a warm-up or song. We teach music in our Reception class using Sing Up. Music contributes to a child's personal and social development. Reception units are set out into four 3- lesson units per term to give 12 units across the year. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Key Stage 1

The children in Key Stage 1 begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes, play a variety of tuned and untuned instruments, listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the inter-related dimensions of music. KS1 units are organized into 6- and 3-lesson blocks, with the equivalent of 12 weeks teaching each term.

Key Stage 2

The children in Key Stage 2 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. They will play and perform in solo and ensembles, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory, use and understand staff and other musical notations. They will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians and develop an understanding of the history of music. KS2 units are organized into 6- and 3-lesson blocks, with the equivalent of 12 weeks teaching each term.

4. Impact

- We assess the children's work in music while observing them working during lessons. Teachers assess the progress made by children against the musical learning statements intended for their lessons.
- Musical learning statements are collated for each year group and organized by Improving/Composing, Singing/Playing and Listening/Appraising.
- At the end of a unit of work, the acquisition of knowledge, skills and understanding in music will be measure using teacher assessment. Attainment and progress will be measured and recorded against assessment objectives for each year group which has been developed with a whole-school progression. The assessment of all children is recorded on Insights. We pass this information on to the next teacher at the end of each year.
- Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.
- Lesson observations, planning and class music book reviews will take place.
- Any developments will be identified, and results will be incorporated into the music action plan shared with staff and school governors.

5. Health and Safety

There is a separate subject risk assessment (if required) which is completed by the subject leader to assess any risks and ensure measures are put in place to when needed to ensure the safety of our pupils and staff.

6. Inclusion and Equality Statement

Upton Westlea Primary School is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

At Upton Westlea Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.