

St. Wilfrid's Church of England Primary Academy



Music Policy

June 2017



Our Christian Values

As a Voluntary Aided Church of England Primary Academy, we have eight Christian Values, underpinned by love at the heart of everything we do.

Our Christian Values are:

Fair, Kind, Joy, Courage, Forgive, Hope, Peace and Trust
Love

1. Aims and Objectives

At St Wilfrid's Church of England Primary Academy:

- Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.
- Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.
- The music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.
- 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.

School Staff:

- To promote a confident, positive attitude towards the learning and use of music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.

Children

- To develop an enjoyment of learning through practical activity, appreciating, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work.
- To develop an understanding and appreciation of different types of music and musicians from around the world.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching music.
- To support their children in music learning, especially when musical instruments are brought home.
- To praise their children for the good things that they do in music.
- To support their children in performances.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

Governors

To appoint a designated link governor who will meet with the curriculum Subject Leader to find out about;

- a) the school's systems for planning work, supporting staff and monitoring progress;
- b) the allocation, use and adequacy of resources;
- c) how the standards of achievement are changing over time.

To be understanding and supportive of our aims in learning and teaching Music and review the Music Policy.

2. Teaching and learning style

At St. Wilfrid's School we make music an enjoyable learning experience. 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. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children and setting different tasks to each group;
- providing resources of different complexity depending on the ability of the child
- letting children join in performing and composing activities using their own orchestral instruments, on which they have lessons.
- using classroom assistants to support individuals or groups of children.

3. Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by Wigan Music Service and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a half-termly basis. Parents are made aware of an assisted tuition fees scheme which they can apply to towards the cost of lessons or instruments. These instrumental lessons are normally taught to individuals or small groups of children who have chosen to learn one of a variety of instruments, such as string, percussion, brass, woodwind or piano. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons or playtimes and lunchtimes from which children are withdrawn for the duration of the instrumental lesson. Some instrumental lessons take place after school.

4. Music curriculum planning

EYFS

We teach music in Nursery and Reception classes either as an integral part of the topic work covered during the year or as a stand-alone lesson. As the Nursery and reception classes are part of the Early Years Foundation Stage Framework, we relate the musical aspects of the children's work to the objectives set out in Expressive Arts and Design, which underpin the curriculum planning for children aged three to five.

KS1

Music is taught in stand-alone lessons in KS1, along with practising for special performances. Our school uses the National Curriculum as the basis for its curriculum planning. Planning is adapted from a range of sources such as Charanga and Music Express. Recorders are taught throughout KS1 as part of the class lessons.

KS2

Music is taught by a music specialist. Our school uses the National Curriculum as the basis for its curriculum planning. Planning is adapted from a range of sources and a variety of resources is used in the lessons.

5. The contribution of music to teaching in other curriculum areas

Music, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of Literacy (language skills, rhythm, rhyme, research, creative writing, communicating ideas), Maths (patterns, sequences and processes), dance, art, ICT (composing, research, use of iPads and recording for assessment), PSHE (reflecting, listening, creating, performing) and SMSC (emotional learning, building relationships, reflection, experience of other cultures and faiths).

6. Teaching music to children with SEND

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. We provide learning opportunities matched to the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

7. Assessment and recording

We assess children's work in music by making observations during lessons. Assessment is recorded on the 'Class Assessment Records' and this is used to inform future planning. A written report on the children's progress is given to parents at the end of each academic year and this information is passed on to class teachers and the next teacher.

8. Resources

We are building sufficient resources for all music teaching units in school. We keep resources for music in the nursery and in the Key Stage 1 and 2 buildings. In KS1 there is a variety of tuned and untuned instruments kept on a trolley, along with 2 class sets of descant recorders. In KS2 the instruments are kept in the music classroom; which includes a set of Samba instruments, ukuleles, keyboards and a range of tuned and untuned percussion instruments. The displays in the music classroom are both colourful and informative. There are music books in the library and computer software in the computer suite to support children's individual research.

9. CPD

As per performance management, teachers who teach music are able to attend Network meetings run by Wigan Music Service, alongside trainings from Greater Manchester Hub. The music specialist teacher also assists KS1 teachers in planning, resourcing and performances.

10. Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for giving the headteacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has specially-allocated time in which to fulfil this role.

11. Music Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir, which performs in public on a number of occasions throughout the year.

Children who have lessons on a musical instrument are encouraged to perform in the annual Summer Music Concert, alongside recorder players from KS1.

Signed:

Headteacher: Mr S Colothan

Date: June 2017

