



**St. Wilfrid's
Church of England
Primary Academy**

Executive Headteacher: Mr S. Colothan



Music Policy

Updated January 2022

'I can do all things through Christ who strengthens me.'

Phillippians 4:13

Our Christian Vision

'I can do all things through Christ who strengthens me.' **Philippians 4:13**

1. Our **children** will be rooted in strong faith and academic foundations to thrive and succeed, knowing that Jesus is with them, every step of their journey.
2. Our **staff** will have the highest expectations and aspirations for our children, knowing that together, we can achieve anything through Christ.
3. Our **school** will be a place where children can grow in strength, to be unique and flourish in the presence of God.



Our Mission Statement



at St Wilfrid's we can

We will ensure that our children **achieve** exceptionally well.

We will nurture our children to **believe** in themselves and each other.

We will create a culture of love, **care** and respect for one another.

At St. Wilfrid's, we can do all things through Christ who gives us strength.

Our Aims

1. To provide a distinctly Christian ethos, underpinned by our Christian Values and Scripture, where children can grow spiritually and become reflective decision-makers.
2. To provide a 'literacy-rich' curriculum of the highest quality, that engages and challenges all children in our school community.
3. To provide an environment that excites and stimulates learning, fosters personal growth and responds to the individual needs of all children.
4. To provide a rich and broad education, with enrichment and extra-curricular opportunities, and unique experiences, that prepare our children socially and mentally for their future.

Our Christian Values

Our Christian Values, which are rooted in scripture, are threaded through our school, our decision making and everything that we do.

Love is at the heart of our Christian Values and all members of our school community aim to 'live out' our Christian Values in our actions and choices.



Intent

Our Music curriculum aims to engage and inspire children through a curriculum that motivates and challenges all learners to develop a love of music. Our curriculum is designed for all children to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. Children learn to sing and to use their voices, to create and compose music on their own and with others and have the opportunity to learn a musical instrument. Our Christian Values and Distinctiveness, alongside our School Mission Statement of 'Achieve, Believe and Care', are at the heart of our music curriculum and all that we do at St. Wilfrid's.

Implementation

In music lessons the children are involved in making and responding to music. We aim to develop each of the interrelated skills of performing, composing and appraising in all activities and extend these skills by applying listening skills, knowledge and understanding of music. Music lessons are planned using a range of resources; using national resources such as the BBC Ten Pieces, published schemes like Charanga and school-written units.

At the same time, it is important to develop the idea that music is fun and is for life. The children are given opportunities to experience a wide range of live music, both in our academy and at other venues. They are also encouraged to perform their own music for an audience, developing their self-confidence and sensitivity towards others.

As part of our extensive programme of extra-curricular activities, we encourage children in Years 3-6 to join our choir. Recorders are taught in Years 1 and 2 during weekly music lessons and in a KS2 lunchtime clubs, using a range of tailored music. Ukulele Club also runs at lunchtimes, using a range of online resources. The children enjoy learning new skills and performing to others.

Year 4 children all learn violin, viola or cello as part of their weekly music lesson. Many KS2 children take up the opportunity of instrumental music lessons from the peripatetic music service. Pupils often go on to take part in Wigan Music Service bands, orchestras and choirs and we hold our own fantastic annual Summer Music Concert at St Wilfrid's Church where children from Year 2 to 6 perform to a packed audience

Impact

Our well-planned music curriculum ensures that children understand and know how music is created, produced and communicated, including through the inter-related dimensions of music and appropriate musical notations.

Through the breadth and depth that our curriculum offers, children are confident musicians, performing to a range of audiences and discussing their musical journey.

Our curriculum enables children to progress to the next level of musicianship.

Rationale

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.

Music at St. Wilfrid's will enable children to:

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

Music Subject Leadership

Subject Leaders are responsible for raising attainment and improving the standards of teaching and learning in their subject. They ensure that a carefully planned, broad and balanced curriculum is implemented for Music, champion the subject and demonstrate its importance to pupils and staff.

Subject Leaders demonstrate a good understanding of how Music progresses over time and how it connects with the school's curriculum as a whole. Music Leaders have high levels of subject pedagogical content knowledge for the age range that they are teaching, and an understanding of the critical endpoints that come before and after.

Subject Leaders at St. Wilfrid's Church of England Primary Academy, work alongside other schools within The Learning Together Trust. This provides opportunities to work collaboratively and creatively with colleagues across the key stages, thus moving the Music curriculum forward, and further developing the subject. Subject Leaders lead by example, setting high standards in their own teaching and ensuring that high-quality teaching and learning of Music takes place across the school, with the achievement and engagement of all pupils being their utmost priority.

Music Subject Leaders will:

- raise the profile of Music at St. Wilfrid's Primary Academy
- lead and manage the Music effectively and have an 'expert' knowledge of the Music curriculum overview, including all unit/topics across the whole school
- confidently articulate the Music curriculum design and have a clear and ambitious vision for Music (Intent, Implementation and Impact)
- monitor, evaluate and enhance the quality of teaching, learning and assessment in Music
- ensure that there is clear progression in knowledge, skills and vocabulary in Music, across school
- support, guide and motivate colleagues in their CPD, as well as build capacity across the school
- identify the subject's needs in the context of whole school priorities and produce a Music School Development Plan annually, reviewing this termly
- audit Music resources and identify resource needs and costings in Music School Development Plans, managing allocated budgets effectively.
- provide strategic direction and development of Music across the school.

- develop their own expertise through training and evidence-based research and investigate how implementations are embedding
- effectively communicate with the Music link Governor, sharing and celebrating Music
- review and update the Music Policy, as necessary

Music Curriculum

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.

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.

Early Years

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.

Key Stage 1 and 2

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. Recorders are taught throughout KS1 as part of the class lessons.

Music is taught by a music specialist from Y2-Y6. 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.

Music across the Curriculum

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).

Inclusion

At St. Wilfrid's Church of England Primary Academy, we teach Music to all children, whatever their ability and individual needs. Music forms part of our school curriculum policy, to provide a broad and balanced education to all children. We are very mindful of the learning needs of all of our children and those with Special Educational Needs are supported via effective planning, quality first teaching and assessment, differentiated activities as necessary, high expectations, suitable resources and recording formats. We consider the targets set for individual children in their Individual Education Plans (IEPs) and Education Health and Care plans (EHCPs).

Through our Music teaching, we provide learning opportunities that enable all pupils to make good progress within each lesson.

We strive to meet the needs of pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

We believe that the curriculum should be accessible to all children. This is made possible through scaffolded support, small group work, use of Knowledge Organisers and word banks, or extra time to complete learning tasks.

Advice is sought from outside agencies as appropriate, to ensure an inclusive approach. If teaching staff require additional support to meet the needs of any child, they consult our SENDCo.

Equal Opportunities and Diversity

All children at St. Wilfrid's Church of England Primary Academy, are offered a broad and balanced curriculum, differentiated to meet their needs as necessary. There is equality of access to the whole curriculum. No child is denied access to any part of the curriculum unless specific physical needs or religious/cultural considerations make it inappropriate.

At St. Wilfrid's, we are committed to providing all children with a curriculum that provides equality of opportunity and freedom from discrimination. Staff ensure that all children are treated fairly, equally and with respect. We do not discriminate against any child.

All staff challenge any incidents of prejudice or racism. We record any serious incidents on + CPOMS and draw them to the attention of the Executive Headteacher.

We plan Music lessons and activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender, culture, race, special educational needs or disability, and language background. Teachers use a range of strategies to ensure inclusion, and to maintain a positive ethos where children demonstrate positive and respectful attitudes towards others. Care is taken when selecting resources to ensure that a range of perspectives and viewpoints are represented, including those of men and women from different racial, national and religious groups. Careful consideration is taken to avoid stereo-typing, and bias, towards race, gender, role or disability. Through the teaching of Music, we aim to develop awareness of ethnic, cultural and economic diversity of human society and to foster positive attitudes to all people.

We deal with any issues clearly and sensitively, if they arise.

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.

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.

Monitoring and Evaluation

Monitoring and evaluation will be carried out by the:

- Senior Leadership Team
- Head of School Improvement
- Music Subject Leaders
- Music Governor
- Class teachers

All teachers are responsible for monitoring standards in their class. Music Subject Leaders, under the direction of the Senior Leadership Team, take the lead in this. Monitoring will take place according to current school cycle.

Using whole school priorities, identified by the Senior Leadership Team, subject leaders are responsible for producing a School Development Plan for Music, to allow for progression and development of the subject.

Music Subject Leaders will also monitor children's work books and long term and medium-term plans, to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils. Subject leaders have curriculum release time and directed time, in which to fulfil their role.

Music subject leaders are responsible for:

- monitoring the standard of work and the quality of teaching and learning in Music and pupils' progress and standards
- supporting colleagues in the planning, teaching and assessment of Music (through the use of 'book looks', pupil voice, lesson observations, discussion with teachers, subject audit, data analysis, and other monitoring activities that may be required), providing a strategic lead and direction for the subject in school
- monitoring and reviewing the implementation of policy and units of work
- ensuring there are rigorous assessment systems in place to enable teachers and pupils to monitor progress and attainment in Music
- monitoring and analysing assessments, holding teachers to account
- liaising with the Executive Headteacher and Governors to feedback on the monitoring and impact of Music across the school

Staff Support and Training

St. Wilfrid's Church of England Primary Academy believes that all staff should be involved in a continuing process of improvement. Our school is committed to fostering a positive ethos of continuous learning. Continuing Professional Development (CPD) is the means by which a school is able to motivate and develop its staff community. CPD is intended to support teachers and to equip them with the skills and knowledge required to keep pace with the rapidly changing educational and professional environment.

This development takes place at a number of levels: individual, team, whole school and through wider networks. CPD supports and reflects the ethos, Christian Values and vision of the school. The Music subject leader's role is to provide professional leadership and management for the subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

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.

Subject Leaders: Mrs. E. Goulding, Miss. E. Bradburn and Mrs. C. Horton

Executive Headteacher: Mr S Colothan

Date: January 2022