

Wingate Primary School

Policy for Music

June 2020

Respecting Rights

The policy is written with consideration to our school commitment to the Rights of the Child and our achievement of becoming a Rights Respecting School and it complies with Article 28 of the UNCRC 'Every child has the right to an education' as well as Article 29 'Education must develop every child's personality, talents and abilities to the full'. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to children's Rights.

Music Intent Statement

Music is a fundamental form of creativity and holds value and importance in the wider community and across the world as an international language. At Wingate Primary School, we believe music develops self-confidence, creativity and imagination. Music education at our school promotes a life-long love of music, opportunity for self-expression and personal achievement, led by children's interests. We believe that all pupils should have the opportunity to develop talent and interest in a wide range of music, including singing, performance, improvisation, composition and musical appreciation.

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content for Key Stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned 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.

Subject content for Key Stage 2

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical 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 staff and other musical notation.
- Appreciate and understand a wide range of high quality music drawn from different Traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Planning

All children have opportunities to experience a range of music within school. Foundation Stage music planning follows the EYFS, within the specific area of Expressive Arts and Design, as set out in the Curriculum Guidance for Foundation Stage. Planning from both Key Stage 1 and Key Stage 2 follows National Curriculum guidelines. Teachers will work with the Music Co-ordinator to ensure full coverage of curriculum requirements and progression. Throughout Key Stage 2, children are taught to play musical instruments through the Durham Music Service.

The Durham Education Department Charanga Scheme is widely used by teachers throughout the school to develop musical understanding through singing, tuned and untuned percussion playing, musical appraisal, improvisation and composition. Teachers plan weekly lessons in line with the medium term planning (in line with the yearly overview for music) and this is recorded in class teachers' weekly planning.

Delivery

- Music will be taught as a discrete subject as weekly lessons (and as part of cross curricular themes where appropriate).
- The subject leader for music will be responsible for the coordination of the music curriculum across the school.
- Music will be taught in all classes following agreed timetables and programmes.
- Teaching will revisit musical skills throughout each year.
- Charanga will be used by teachers to support the delivery of teaching music.
- Durham Music Service will provide opportunity for children to learn musical instruments through whole-class or group teaching.
- Whole school music performance opportunities will include assemblies and school performances for parents and the local community, including the Church.
- Visiting musicians and external music concerts will enhance the music curriculum.
- Extra-curricular music activities are available for children who wish to take part.

Assessment, recording and reporting

Records should be selective and brief. Teachers will use workbooks and floor books to record music work, as appropriate. Any recordings/videos will be contained on Staff Shared. Significant achievement or weakness may be noted and serve to plan appropriate challenges and intervention opportunity. Foundation stage teachers will complete the EYFS Profile, with music

coverage under the specific area of Expressive Arts and Design. By evaluation and observation, assessment is an integral part of every music lesson. Assessment will be gathered at the end of each term, leading to end of the year assessment in Summer 2.

Equal opportunities

Access to music provision will be equal for all children regardless of race, culture, gender or ability.

Roles and responsibilities of the Subject Leader

- Coordination of music provision throughout the school.
- Update staff with current trends and developments.
- Identify appropriate professional development (PD) for all staff.
- Identify school needs re- music education.
- Ordering and purchasing of music resources.
- Coordinating assessment for music.
- Identify cross curricular opportunities.
- Monitor effectiveness of provision.
- To liaise with other music coordinators in the Peterlee Partnership and the Durham Music Service re- best practise in music education.
- Arrange visiting musicians to inspire and enthuse pupils.
- Organise school visits to musical productions.

This policy was written by the Music Co-ordinator following discussions with the staff and Governors of Wingate Primary School.

Policy reviewed June 2020

It will be reviewed again in June 2021