

# **Wingate Primary School**

## **Policy for Music**

**2022 - 2023**

## **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.

## **Curriculum Intent Statement**

The rights and dignity of our children are at the heart of everything we do, every decision we and they make and every driver for making progress and helping our children to develop as responsible, valued global citizens who want to make a positive contribution to their and our world.

In our school it is our intent that we help children to develop resilience, perseverance, autonomy and focus. Our children learn that they are valued and valuable, they are independent people in their own right and they have the power to do wonderful, amazing things at every stage of every day.

Every one of our children is a unique individual with their own strengths, aptitudes, interests and dreams. As a school community we will endeavour to support each child to make the most of every opportunity we offer.

We provide enriching experiences to engage learners and in designing and developing our curriculum we have taken into consideration

- how children learn and remember; progress means knowing more and remembering more
- what our children need to succeed in life; cultural capital they need to make aspirational choices and succeed beyond their time at Wingate Primary School.

The key drivers for our curriculum are:

Ambition and aspiration  
Resilience and courage  
Autonomy and independence  
Perseverance and solution finding

## **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. In Wingate Primary School we believe music develops self-confidence, creativity and imagination. Music education at our school promotes a life-long love of music, and 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 musical skills (including singing, performance, improvisation, composition, musical appreciation and the history of music), and through a diverse range of musical genres from different eras and cultures.

## **Rationale**

“Music matters because children find immense pleasure in musical participation...Children use music to help maintain emotional and social well-being and celebrate culture and community in ways which involve entertaining or understanding themselves and making sense of the world around them. For all of us music manifests itself in our lives in a variety of ways and significantly enhances and enriches our understanding of ourselves and the world...Both UNESCO and the UN Convention on the Rights of the Child recognise the importance of creativity and highlight the role of teachers in fostering children’s musical capacity to make connections, take risks and innovate.” (Burnard and Murphy, 2017)

At our school we have developed our music curriculum using both Charanga Musical School as a resource and external music teachers to support our music teaching. Charanga Musical School provides a well-structured, accessible programme with lots of engaging, interactive resources, covering all areas of the music curriculum and providing clear progression across the units. This scheme includes all elements of the music curriculum throughout most of its units, including; listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. The inter-related dimensions of music are interwoven throughout each unit, developing musical skill and understanding through a repetition-based approach.

We have chosen to use specific Charanga units in our music teaching based upon our children’s interests, including a breadth of musical styles and genres, and progression across the units. The range of genres includes for example Western Classical music in every year group, as this genre may not be as widely listened to by our children. Further experience of music genres, especially traditional music, is found in cross-curricular lessons and during specific-themed weeks where the music can be related fully to the country it was created and played in. Children will get a broad sense of the country and meaningful experience of the musical style, as this is embedded cross-curricular, through languages, history, art and food etc.

During their time at Wingate Primary School every child has the opportunity to learn a musical instrument through whole class lessons with an external music teacher and, if they would like to, progress further on a musical instrument in small group instrumental lessons. Instrumental and singing lessons capture children’s enjoyment of music, build on musical skills and knowledge and inspire further music making. External music teachers provide expert knowledge and teaching of an instrument, inspiring our children with the opportunity to learn a musical instrument.

Singing lessons from an external singing teacher boosts effective singing practice and skill in our school and the children’s confidence when singing, also by using songs of the children’s preference. Singing forms the foundation of music in Reception and Key Stage 1 and this is built upon across Key Stage 2.

Musical enhancements through children’s performances, external musicians’ performances and extra-curricular music clubs inspire and excite our children about music and also provide the cultural capital to ignite their aspirations.

## **Early Years Foundation Stage (EYFS)**

Music in the EYFS is taught through the area of learning: “Expressive Arts and Design”. In Reception we regularly sing throughout the week and incorporate it within cross-curricular teaching and learning, for example in maths. We use a range of percussion instruments to develop early musicianship, creating foundations of pulse and rhythm, as well as creativity and self-expression. These musical instruments are used in discrete music lessons and in areas. Children are exposed to music through topics, celebrations throughout the year and Charanga, creating a foundation for their musical education. Singing and playing musical instruments together and performances throughout the year (including our Christmas Nativity) develops performance skills and making music as an ensemble.

### **Expressive Arts and Design**

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of the EYFS, children should have attained the level of development as defined by the Early Learning Goals (ELGs). For music these include:

#### **ELG: Being Imaginative and Expressive**

Children at the expected level of development will:

- 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.

## **Music in the National Curriculum**

### **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.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **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 sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

## **Implementation**

### **Planning**

In Reception, music planning follows the EYFS, within the specific area of Expressive Arts and Design. Planning in both Key Stage 1 and Key Stage 2 follows the National Curriculum. Teachers work with the Music Coordinator to ensure full coverage of curriculum requirements, differentiation and progression. Teachers plan weekly music lessons in line with the Medium Term Plans (MTPs), following the yearly overview for music, and this is recorded in class teachers' weekly planning. Music is widely taught using the Durham Education Department

resource, Charanga Musical School. Every year group additionally has singing lessons from an external singing teacher, developing skills in pitch, listening, expression, ensemble singing and harmonies. From Year 2 onwards, children are also taught to play musical instruments by external musicians, including through the Durham Music Service and Music Box. The Music Coordinator works with the musicians to ensure delivery is engaging and appropriate for pupils and follows the National Curriculum.

## **Resources**

Every year group has access to music resources in school. Every teacher and pupil has a Charanga login. Charanga can be accessed by teachers through the class laptop and interactive whiteboard, and by pupils through school laptops and iPads (particularly for use in composition activities). Class sets of chime bars are used by Key Stage 1 (stored in the hall and classroom cupboards) and class sets of glockenspiels are used by Key Stage 2 (stored in music and classroom cupboards). Untuned percussion instruments are stored in Reception's cupboard and music cupboards in Church Street and Moor Lane. Reception use untuned percussion instruments in discrete music lessons and in areas. Djembe drums are mainly stored at Moor Lane, used by the Durham Music Service drum teacher, as well as class teachers when needed. External musicians provide musical instruments for their teaching where required, including brass instruments (stored in school) and steel pans.

## **Delivery**

- Music is taught as a discrete subject in weekly lessons (and as part of cross curricular themes where appropriate).
- The subject leader for music is responsible for the coordination of the music curriculum across the school.
- Music is taught in all classes following agreed timetables and programmes.
- Teaching continuously revisits musical skills throughout each year.
- Charanga Musical School is used as an online resource by teachers to support the delivery of teaching music.
- External musicians, including those from Durham Music Service and Music Box, provide opportunity for children to learn musical instruments and develop their singing through whole-class and group teaching.
- Music is incorporated into Languages, PE and International activities, using music to gain a broad view of different cultures and making it more meaningful to the children.
- Whole school music performance opportunities include assemblies and school performances, live or videoed.
- Visiting musicians and external music concerts enhance the music curriculum.
- Extra-curricular music activities are available for children who wish to take part, including small group instrumental teaching and music clubs.

## **Progression**

Pupils learn music through the strands of: listening and appraising, knowledge and understanding of musical language, the history of music, singing, playing instruments, improvisation, composition, performance and musical notation. These strands often interweave and are almost all covered every half term across all year groups. Progression is developed through the repetition and depth of learning within these strands. This is through the integration and understanding of the interrelated dimensions of music, including: pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation. Throughout each year and across all year groups, the interrelated dimensions of music are built upon the foundation of pulse, creating a spiral of musical learning across the school. Our music teaching also aims to expose pupils to a diverse range of musical genres and musicians, across history and across different cultures.

## **Impact**

At Wingate Primary School the impact of our music curriculum is that children enjoy music and are therefore engaged and inspired in their music making. Our children utilise their musical skills, knowledge and vocabulary in order to further develop their music making and understanding of music. They gain experience and understanding in all areas of music and a diverse range of musical genres so that they can develop a lifelong valuable appreciation for and enjoyment of music. At our school they are provided with the musical foundations to enhance their musical interests and education, as young musicians.

## **Assessment, recording and reporting**

Teacher assessments of music follow the school's assessment policy. Music assessment is recorded throughout the year and reported to parents at the end of each academic year. Music assessment refers to the County progression document, identifying key skills required in each year group. Teachers will use floor books and foundation books to collate and record music work, as appropriate (suggested recording found in the MTPs). Recordings and videos will also be collected and stored on Staff Shared to support assessment and celebrate musical achievement and enjoyment. Significant achievement or weakness may be noted and serve to plan appropriate challenges or intervention opportunity. Foundation Stage teachers will complete the EYFS Profile, with music coverage under the specific area of Expressive Arts and Design. In order to ensure and develop progression in music, assessment (through observation and evaluation) is an integral part of every music lesson.

## **Equal opportunities**

All pupils regardless of age, race, gender, religion or ability should have equal access to music provision and equal opportunity to develop music capability. The Music Coordinator will liaise closely with the SENDCO (Special Educational Needs and Disabilities Coordinator) and MATCO (More Able and Talented Coordinator) to ensure that all our children have appropriate access to music, including provision of appropriate equipment or support where necessary or possible.

## **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 May 2022

It will be reviewed again in May 2023