



Music Policy

Reviewed: June 2020

Review due: Summer 2022

Signed:

Date: 16.6.2020

At Westdale, music is an integral part of every child's daily experience. The fundamental activities of music education are performing, composing, listening and appraising. These are experienced in a variety of ways, including movement, singing, use of instruments and listening to a wide range of music, vocal and instrumental, recorded and live. Through regular, well-planned musical activities from our specialist music teacher as well as the singing incorporated into each day by our class teachers, we will provide a gradual process of development and the opportunity for the acquisition of musical skills and understanding for all children.

This policy is to be read alongside the curriculum policy statement.

AIMS

- To experience and develop an appreciation of a wide range of music.
- To develop and extend the children's own interest and increase their ability to make judgements of musical quality.
- To acquire the permanent knowledge, skills, vocabulary and understanding to make music and perform to an audience.
- To develop skills, attitudes and attributes that can support learning in other subject areas, e.g. listening skills, creativity, perseverance, sensitivity, self-confidence.
- To support our curriculum drivers (communication, creativity, celebration of difference, and kindness).

We will deliver these aims by –

Planning and Assessment

- Work across the Key Stage will be planned according to our scheme of work, following the National Curriculum, using topics from the Cornerstones curriculum.
- For music, long-term, medium term and individual lesson plans are created for each year group.
- Key skills and learning are assessed throughout the year through various methods including teacher observations, composition activities, performances, listening games and of course evidence of skill/knowledge that is spontaneously shown by the children.
- Each class will typically have one music session with the specialist each week, with further development of songs and activities during the week in class.
- Singing assembly is held once a week when the children will enjoy developing their singing skills and learning a range of songs to support our school's learning powers.

Resources

- A wide range of instruments are available in the music area, including 15 ukuleles and 15 glockenspiels of very good quality. These are borrowed and used in classrooms. Children are taught how to handle the instruments carefully and use them correctly.
- Listening resources, ie a large range of CDs and DVDs are stored in the staff room.
- A wide selection of music books is available in the music area.
- Resources are regularly added to, ensuring a wide range that reflects world music from a variety of cultures.
- Y1 and Y2 children are given the opportunity to join choir and recorder groups during lunchtime and break sessions and regularly perform to groups in the community.
- Instruments are collected with special needs children in mind, ensuring a selection which are easy to hold, brightly coloured and interesting to the touch.
- All children from F2 onwards will learn to play the glockenspiel.

- All Y2 children will learn to play the ukulele.

COMMUNITY LINKS

We welcome and foster links with both St. James's and St. Andrew's House Residential Homes. The choir children perform for the residents regularly. We join with other local schools to provide shared musical experiences, for example through family of schools singing events. Visitors are routinely welcomed into school to share their musical skills.

DIFFERENTIATION

The individual ability of each child is taken into account when planning and work is set at the appropriate levels. Children with SEN will have the curriculum modified accordingly. Equally with children of higher ability we will ensure that they will be challenged in this subject.

FOUNDATION STAGE:

The whole school music learning progression document is followed carefully and ensures continuity of learning throughout a child's time at the school. Children in Foundation are taught the basic skills, including use of the singing voice, basic musical vocabulary and listening and performance skills needed to prepare them for further musical development. Music activities in the Foundation stage are planned with the early learning goals in mind and opportunities for learning through play and exploration are given.

ROLE OF THE MUSIC LEADER

The curriculum co-ordinator will:-

- Keep abreast of all new information
- Disseminate up to date information to the staff, leading training sessions as and when necessary
- Have a clear understanding and knowledge of the subject and implications for teaching and learning
- Attend appropriate courses and make other staff aware of suitable training
- Ensure all children have appropriate access to curriculum provision through differentiated activities
- Update/provide an annual action plan
- Liaise with the music specialist teacher with regard to timetables, planning, skill progression, assessment, performances etc
- Monitor resources and order appropriate replacements and new equipment
- The process for monitoring and evaluation will include a selection from the following:
 - classroom observation to monitor subject delivery, children's progress and achievement
 - work and planning scrutiny
 - discussions with children including appropriate questions to assess their attainment.
 - discussions with teaching staff.

IT

IT is accessed to enhance teaching and learning in Music. For example, IPADs are used to record activities and compositions are recorded and played back to an audience. All children have access to a range of wonderful activities on 'Purple Mash' via their own login, both at school and at home. There are CDs and DVDs in school to enhance the children's learning and children access the wealth of information on the Internet with supervision. Smartboards are also used for a range of musical purposes.

VISITING MUSIC TEACHERS

Some families take the opportunity of paying for additional music tuition on drums or piano in school, from professional visiting teachers.

EQUAL OPPORTUNITIES

As an inclusive school all children have access to the music curriculum whatever their race, gender, social, disability, cultural and economic groupings. If children need adaptations to the curriculum we will make all reasonable adjustments. We aim to include a wide range of music provision including that from other cultures to provide a rich musical diet, for example we have enjoyed musical demonstrations of traditional music from a Sikh visitor, we enjoy traditional Chinese music at Chinese New Year and we learn songs in other languages, including sign language. Additional musical opportunities may be offered to some pupils through Pupil Premium funding, where appropriate.

CROSS CURRICULAR LINKS

Teachers plan around a topic from the Cornerstones curriculum and follow a curriculum map per year group. Songs and activities are planned to tie in with the current topic and to support objectives.