

WEST PARK CE PRIMARY SCHOOL



MUSIC POLICY

Reviewed: June 2022

Approved by Governors: July 2022

Discussed with staff: September 2022

Next review date: Summer 2023



Music Policy 2022-23



Intent

It is our belief that Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. 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. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We do this through our involvement at such events as Year 2 Summer Sing, local church events and performances at school involving the wider community. We provide opportunities for all children to create, play, perform and enjoy music from around the world, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Implementation

Teaching

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through using a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

EYFS

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'.

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

KS1

In KS1, We use a combination of Charanga units and instrumental teaching, enabling the teacher to teach the knowledge required by the National Curriculum whilst giving the children a purpose to develop and apply their skills. This ensures that children in our school are given opportunities to learn in cohesive blocks and 'stick' their learning together each year, building on previous knowledge, skills and experiences. The detail of our learning journey for Music is contained in the unit plans for each year group.

We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible and demonstrating a diverse awareness of where music can come from. Children are also given the opportunity to develop their understanding of the styles, genres, history and traditions of music through the creative thematic approach taught in KS1.

KS2

This curriculum continues in KS2. All children, have the opportunity to learn instruments within their lessons: year 3 learn a brass instrument for a whole year; year 4 the ukulele; year 5 and 6 drums and ukulele.

Children are actively encouraged to read music as well as playing by ear and from memory. Music is taught in half termly units and provides strong links to other areas of the curriculum, particularly through singing and composition. Music is also introduced as its role as a vehicle for social change and diversity.

Resources

All electrical items have been cleared as safe by county in the annual PAT test. However, it is teacher's responsibility to liaise with the subject leader should an instrument need replacing at any point.

Impact

Assessment arrangements

Assessment of children's work in Music is through using photographic and video evidence, as well as assessment sheets completed by the class teachers each term. The assessment will include the children's skills and as well as by outcome.

The policy should be read in conjunction with the Music National Curriculum which sets out in detail what pupils will be taught in different Key Stages.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>