



Wootton-by-Woodstock CE Primary School

Policy Agreed: Jan 2019
Person Responsible: Jo Palmer
To be reviewed: Jan 2022

Policy for Music 2019

DEFINITION

Music is a foundation subject of the National Curriculum.

Music education is concerned with creating and appreciating the organisation and structure of sound, both individually and in groups.

It is an indispensable universal language and means of communication within our diverse cultural heritage. Music within the context of our Church School is not only concerned with the development of aesthetic awareness but also with offering us a medium through which we can praise and worship God.

Intent

- To develop a sensitive response to sound
- To know and understand how sounds are made and organised into musical structures
- To encourage a critical response to music and its varied forms and differing interpretations.
- To provide the foundations for musical literacy by: fostering aesthetic awareness and stimulating creative attitudes in all pupils through an active involvement in composing and performing, listening and appraising.
- To encourage a life-long enjoyment of music
- To develop an awareness of musical heritage and traditions, and of musical developments in a variety of cultures and societies.
- Through a wide variety of musical experiences, foster confident participation, cooperation and provide opportunity for children to develop skills on a personal level.
- To use music as a medium for self-expression.
- In the words of Confucius: "Music affords a kind of pleasure that human beings cannot do without." We aim to give pupils the opportunity to experience that pleasure.

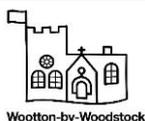
GUIDELINES

THE CURRICULUM

In musical activities we encourage the development of the following skills:

- Controlling sounds through singing and playing instruments
- Creating and developing musical ideas
- Responding and reviewing
- Listening and applying knowledge and understanding

Intent



TEACHING AND LEARNING

All children have access to music in the National Curriculum. It is organised within a four year cycle for years 1-6. Foundation Stage children cover music through the Early Years Foundation stage curriculum under the heading of Creative Development. They explore sounds and rhythm in child initiated and teacher initiated activities as well as in formal teacher led sessions.

All children are given the opportunity to work in a variety of ways, as and when appropriate, i.e. individually, in pairs, groups and as a whole class.

Music is approached through:

- Whole school/key stage singing, listening and performing activities
- Timetabled class music sessions – see curriculum statement
- Shorter incidental music opportunities as part of Collective Worship
- Individual instrumental tuition is offered via The County Music Service; children may attend county music centres held at other schools.
- Music clubs – for example singing.

Discrete musical concepts and skills are taught specifically but where appropriate, cross-curricular links will be made, e.g. dance.

Children will have opportunities to further their vocabulary of sounds through experimentation and first hand experiences.

To develop the children's musical experiences, practical music making is accompanied by discussion with the teacher.

Opportunities for live music are gathered from:

- Children's own experiences
- Members of staff
- Parents and governors
- Secondary school groups
- Peripatetic team and visiting musicians
- Woodstock Partnership events
- Visits to musical events

Through children making music, we aim to:

- Foster the positive values of enjoyment, co-operation, sensitivity and respect
- Develop skills which will enable the children to respond and perform with confidence, compose with imagination and listen and appraise with understanding.

Progression and Differentiation

We recognise that curriculum planning must allow children to gain a progressively deeper understanding and competency, as they move through the school. We also 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.

- Setting common tasks which are open ended and can have a variety of responses
- Grouping children by ability and setting tasks appropriate to each ability group
- Providing resources of different complexity depending on the ability of the child.
- Giving children the opportunity to take the lead in group work
- Providing opportunities for pupils to be creative and independent in learning

Differentiation will be monitored through our planning and activities.



Impact

ASSESSMENT – RECORD KEEPING AND REPORTING

This will focus on the pupil's achievements in composing and performing, listening and appraising in order to report to parents annually. Short- term records will be made by the teacher observing, listening, questioning and discussing work with the children, and through the children's involvement in sharing specific activities. Teachers will use their awareness of level statements to inform planning.

RESOURCES

Resources are updated regularly. An inventory of current musical equipment is kept in a booklet stored with the musical instruments in the Forest Room. A selection of CDs is kept in the cupboard by the Forest room and a list of available CDs is kept on Sharepoint.

ICT

This is used alongside practical music making. Resources such as keyboard, iPads, apps such as Garageband and online resources are available.

MONITORING AND EVALUATION

The school monitors and evaluates on a continuous basis by the following:

- Lesson observations and the quality of teaching
- Work sampling
- The quality and effectiveness of long, medium and short term planning
- The quality and consistency of assessment and recording
- The quality of resources to support learning

EQUAL OPPORTUNITIES

- All children are given access to the music curriculum irrespective of religion or belief, race nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background. (See Racial Equality and Equal Opportunities policy)
- We recognise that children will come to school with a variety of experiences and we should be prepared to approach them as individuals and draw on their own experiences.

HEALTH AND SAFETY

- Children are encouraged to keep their instruments clean.
- No wind instruments should be shared, but medicated wipes are available to clean any instruments borrowed from school.
- We are aware of pupils with medical conditions that may affect breathing.
- Children are taught how to use instruments correctly, and the correct standing/sitting position for musical activities, so as to minimise the possibility of strain or injury.
- We must be alert to the needs of children with hearing difficulties and inform visiting teachers of any relevant details.
- We should always be aware of the harmful effects of excessive volume and length



of exposure to sound.

- All instruments should be stored tidily in the allocated places to avoid accidents.
- Care must be taken when using music stands.
- Children must always be supervised when using recording equipment
- Equipment such as keyboards may be brought in, but must only be used with batteries because equipment operating from the mains can only be used if it has been PAT tested.

PROFESSIONAL DEVELOPMENT

Adults are given the opportunity to attend INSET and take part in the relevant projects which allow professional development to take place

SPIRITUAL, MORAL, SOCIAL AND CULTURAL

The teaching of Music will also enable the children to gain a deeper understanding of the spiritual, moral, social and cultural similarities and differences of the peoples of the world.

Spiritual: To use music's capacity to deepen people's understanding of our world through a shared positive experience. Identifying feelings and emotions associated with particular pieces of music. Use of music in religion.

Moral: How music can be used to influence feelings and emotions.

Social: Music appreciation: offering ideas and viewpoints and respecting the ideas and viewpoints of others. Making music by singing and playing together. Working collaboratively to produce and perform a composition.

Cultural: To develop understanding of multi cultural awareness, sensitivity and respect for those from cultures different from their own. Listening to instruments and music from different countries. Deepening understanding of how music influences and is influenced by local culture.

