



## Music Policy

At Wybunbury Delves we aim to 'light the spark for a love of learning and of life' and believe Music is a subject which offers the very best opportunities to achieve this. Music is a practical subject involving children in listening, thinking, feeling and most of all doing.

*'Music has a power of forming the character and should therefore be introduced into the education of the young.'* (Aristotle)

*'Music is a moral law. It gives soul to the universe, wings to the mind and life to everything ... Without music, life would be an error.'* (Plato)

## Introduction

*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 talents 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 the best in the musical canon.* (National Curriculum Purpose of Study)

## Overview

In school, we will, through the effective teaching and learning of the knowledge, skills and understanding in music, maintain and stimulate pupil curiosity, interest and enjoyment. We will teach towards the National Curriculum requirements for music along using 'Charanga' as a scheme of work and engaging with Musical Projects. We will, wherever possible, make meaningful links with the other subjects of the curriculum through our creative curriculum approach.

## Aims

At Wybunbury Delves CE Primary School, we aim to:

- to 'light the spark for a love of learning and of life'
- 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, to 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. (As outlined in the 2014 National Curriculum)

## Objectives of the Music Curriculum

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. 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.

## Foundation Stage:

The music curriculum is known as; Expressive Arts and Design and is organised on a topic basis. Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- 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 best practice and activity ideas.

Reception access the Charanga Scheme of Work. This half-termly (6 step) focus based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play, all the musical learning is focused around nursery rhymes and action songs. Music will also be part of continuous provision Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that will engage the children in activities to the developmental events taking place in their changing lives.

## Key Stage One:

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 interrelated dimensions of music.

### Key Stage Two:

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 interrelated 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 live and recorded music drawn from different traditions and from great composers and musicians;
- Develop an understanding of the history of music.



## Teaching Music at Wybunbury Delves CE Primary School

Intent	Research	Implementation	Impact
To build a musical curriculum which develops learning and result in the acquisition of knowledge and improved well-being	Education Endowment Fund indicates that the impact of arts participation is positive and improved outcomes have been identified in the core subjects – English, Mathematics, and Science. Research suggests that the arts participation has a greater effect on average for younger learners and, in some cases for disadvantaged pupils and benefits have been found in both primary and secondary schools. Wider benefits include more positive attitudes to learning and increased wellbeing.	<ul style="list-style-type: none"> <li>• Clear and comprehensive scheme of work in line with the National Curriculum through Charanga. Teaching and learning should show progression across all Key Stages within the strands of music.</li> <li>• Professional, peripatetic teachers to work with year groups across school – Wider Opps and Love Music Trust Projects. Children get access to being taught by real musicians.</li> <li>• Peripatetic teachers to come into school and teach individual instruments to those children who wish to learn them. A love of playing an instrument promoted and encourage in their ability to do so as a form of expression. (Music for Life Lessons)</li> </ul>	<ul style="list-style-type: none"> <li>• Children will achieve age related expectations in music at the end of their cohort year.</li> <li>• Children will retain knowledge that is pertinent to music</li> <li>• Children will have the opportunity to foster their instrumental flare and use this as a form of expression.</li> </ul>
To promote a love of music and singing across a broadened curriculum		<ul style="list-style-type: none"> <li>• Children will access extra-curricular musical participation opportunities such as choir and singing in the local community. Scope for children's participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits greatedened.</li> <li>• Musical opportunities will be displayed in school and on school website to showcase and promote love of music. All children get experience of performing to a wider audience. Children will be aware of opportunities available and possibility of accessing them.</li> </ul>	<ul style="list-style-type: none"> <li>• Children will participate in wider musical activities.</li> <li>• Opportunities for improved wellbeing and confidence will be increased.</li> <li>• Children will gain wider audience performance experience. • Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased</li> </ul>

To enable our children to meet the intentions of the Music Curriculum, it is delivered through the Charanga Musical School Scheme. This scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. We enhance our Music curriculum with Love Music Trust Projects throughout the year.

Music can be incorporated within all other curriculum areas to enhance and develop skills further. Peripatetic music teachers (Music for Life) are actively encouraged to come into school and work with children wishing to learn and develop their skills playing particular instruments.



The extra-curricular choir club allows the children attending to sing to a range of differing audiences and build upon songs that they have learnt through their music lessons, as well as widening their song repertoire through other songs and experiences such as Young Voices.

## Leadership of Music

The Music leader(s) will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning across school;
- Discussions with pupils;
- Conducting learning walks to observe the coverage of music;
- Provide guidance to colleagues
- Assist with maintaining and replenishing resources that are required (within the budget);
- Assisting staff to implement assessment through school;
- Ensure that the Schemes of Work allow for progression across school;
- Keep up to date with change or new initiatives that would support the development of music at Wybunbury Delves CE Primary School.

## Spiritual, Moral, Social and Cultural

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.

The social development of pupils is shown by their:

- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

The cultural development of pupils is shown by their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic, and socio-economic groups in the local, national and global communities.

## Equality and Inclusion

All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We believe that we should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Setting suitable learning challenges.
- Structuring activities so all are fully involved. For instance, all children must have a 'job/role' within an activity to ensure everyone takes part and is involved.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a lesson for the whole class to perform a role play, share their ideas or work with the class.
- Recognising the need to extend and provide a greater challenge for more able pupils.

## Outcomes

At Wybunbury Delves CE Primary School, music is fun. It will be used to promote excellence and enjoyment. It will have a strong presence in the ethos of the school through worship, performances and productions; and the development of our school choir.

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