

# Oak Meadow Primary School

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## Music Policy

*From tiny acorns mighty oaks grow.*

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# Curriculum Statement - Music

## Intent

At Oak Meadow Primary School, we provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms.

We embrace the National Curriculum purpose of study which states:

*“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...” National Curriculum 2014.*

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 provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

## Implementation

The National Curriculum states: “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.”

The National Curriculum states: “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 notations;
- 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.”

At Oak Meadow Primary School, we aim to make music enjoyable. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons.

Forty-five (45) minute music lessons are timetabled for each class on a weekly basis. This involves both whole class and small group activities. We aim to meet as far as possible the requirements of the National Curriculum. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to recognise the musical elements of: duration, dynamics, pitch, tempo, timbre and texture.

Children are taught to make music together, to understand musical notation and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

To aid the teaching and learning of music at Oak Meadow Primary School, the following musical resources are available: interactive whiteboards and computers; keyboards; music software (for example, 'Garage Band'); tuned and untuned percussion instruments, and recorders.

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service and Oak Meadow Primary School has chosen to participate in the programme. These lessons are normally taught to small groups of children who have chosen to learn the violin. These groups of children, normally selected to begin from Year Three, receive lessons from the peripatetic teacher from Wolverhampton Music Services. These lessons take place once a week with children required to take home their loaned instrument in order to practise the skills they have been taught.

Oak Meadow has also chosen to participate in the 'Whole Class Instrumental Teaching' programme – this is aimed at Year 4 children. This programme is run by the Music Service and provides a weekly lesson through the teaching of two focus instruments during the course of the year.

### **Impact**

As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of music and its place within the wider creative arts context. Through their growing knowledge and understanding of music, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely on each other.

## **Skills Progression**

See Appendix 1 for KS1 and KS2 Music Skills Progression. (IM and SC)

## **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key musical knowledge is taught to enable and promote the development of children's musical skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole

class teaching:

- Using differentiated, open-ended questions that require children to explain and unpick their understanding, and
- Providing effective verbal feedback and to provide opportunities for self-assessment, consolidation and depth.

At the end of each topic, the acquisition of skills are evidenced by the class teacher on a foundation subject tracker. Each child's attainment and progress in music is formally reported to parents/ carers in the end of year report.

## **Early Years**

We teach music in Reception Classes as an integral part of the topic work covered during the year. As the Reception Class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged four to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

## **Cross-Curricular Links**

Children are also given the opportunity to develop their understanding of the styles, genres, history and traditions of music through the creative thematic approach of the Charanga scheme. Teaching and learning is mapped to the new 2014 Primary National Curriculum, to ensure comprehensive coverage of national expectations.

## **SMSC Development**

Spiritual education in music inspires awe and wonder at the natural world. In looking at their own locality and others in the world, children's sense of identity and community can be strengthened. Cultural education involves the study of cultural music in real places in the present and past. It provides opportunities for multi-cultural education through recognising similarities and differences. Through their growing knowledge and understanding of musical genres, children gain an appreciation of life in different societies, helping to develop a sense of other cultures, and how nations rely upon each other.

## **Diversity**

Through music, children learn about the diversity of national, regional, religious and ethnic identities; teachers encourage pupils to think about topical political, spiritual, moral, social and cultural issues, problems and events and to use their imagination to consider other people's experiences.

## **Planning and Resources**

The music planning and provision in Oak Meadow School is largely based on the Charanga scheme of work, providing a secure base for the children's acquisition of knowledge and skills. This is supported by two music specialist teachers who take whole class music on a

weekly basis. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically for ease of access. Teachers have identified the key knowledge and key vocabulary that is being taught, as well as the skills that are being developed across each topic. These are also explicitly outlined on each topic medium term plan, which makes explicit links to the national Curriculum 2014.

## **Subject Essentials**

Each term, children will have objectives linked to their music study topic. Work will be practical, supporting theoretical understanding of music to provide a challenge for all pupils. The work produced in all foundation subjects will be expected to be of the same quality as that presented in core curriculum lessons.

## **Role of the Subject Leader**

The subject leader's responsibilities are:

- To ensure a high profile of the subject;
- To ensure a full range of relevant and effective resources are available to enhance and support learning,
- To model the teaching of music;
- To ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and secure at the end of each age phase;
- To lead further improvement and development of the subject as informed by effective subject overview;
- To ensure that the music curriculum has a positive effect on all pupils, including those who
- are disadvantaged or have low attainment, and
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

## **Equal Opportunities**

At Oak Meadow, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

## **Inclusion**

All pupils are entitled to access the music curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies in line with the school's inclusion planning key. Independent tasks, as well as teaching, are also well-adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full

potential. Opportunities for enrichment are also fully utilised, to ensure a fully inclusive and engaging music curriculum.

## **Role of the Governors**

Governors are responsible for ensuring the effective delivery of the National Curriculum in Music. The subject leader will ensure that the Governing Board is kept up to date with the actions and initiatives which are relevant to the subject. Regular reviews of action plans are sent to the governors throughout the year and the governors meet with subject leads and provide link governor reports to the governing board annually.

## **Health and Safety**

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with a curriculum subject/activity (such as field trips) and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. In addition, the following guidelines will be followed in order to ensure our children's safety:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality;
- Children who are taught to play a wind instrument will have an individually labelled instrument and so there will be no need for sharing;
- Wind instruments will be sterilised before they are reissued to other pupils;
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing;
- The school's pianos will only be moved by an adult member of staff;
- Risk assessments for external visits will be submitted for all educational off site visits (for example, attending a performance) via the Evolve system at least 5 days prior to the visit taking place.

Appendix 1