

Winwick Church of England Primary School



Music Policy

In God's love, aspire and achieve to be the best'

1 Corinthians 16:14 'Do everything in love.'

Written by G. Allen

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 through the use of 'Charanga'. We will, wherever possible, make meaningful links with the other subjects through our knowledge-based curriculum. We will endeavor to take our children on a musical journey around the world and celebrate a diverse range of musical styles, genres and artists. We will work as a staff to develop our own skills and knowledge to ensure music teaching at Winwick is as effective and creative as possible, and to ensure that the cultural capital of our children is broad and varied to provide them every opportunity to succeed in the future.

Aims

At Winwick C of E Primary School, we aim to:

- 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 are 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 accesses 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 of Music at Winwick C of E Primary School

As Music coordinator, I believe that there should be a clear intent for how we plan, deliver and assess the impact when learning about Music in our school.

Music Statement of Intent

Music is an integral and well-resourced part of life at Winwick. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able and reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

Music is planned in-line with the statements laid out in the national curriculum. Music is planned with cross-curricular links where possible with Charanga being used to supplement and provide extra support and resources to enhance music teaching. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Through our music lessons children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Implementation

Charanga

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning.

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Lessons

During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

Enhancements

Music within school offers Year 4 brass lessons, School Choir, Young Voices, Ukulele Club and close links with the local community.

Assessment

Assessment and recording

Assessment of pupil attainment is a continuous process to all teaching and learning. It will inform teachers, pupils and end of year reports and will help to identify learners' strengths, weaknesses and needs. Formative assessment via observations and feedback to aid progression is essential in any lesson. Assessment will cover pupils' abilities in planning, performing and evaluating in relation to physical competencies, health and related fitness, safe practice and personal and social competencies. Pupils' attainment is recorded at the end of each topic (end of the half-term) using the whole school assessment approach of the 3-point scale. The

observations will be used to plan further work and will be reported to parents in annual school reports. In the EYFS, teachers assess against the 'Development Matters' statements in the 'Physical Development', area of the Early Years Curriculum.

Formative assessment is carried out through the use of effective Assessment for Learning (AfL) which are used to inform teachers planning and teaching. AfL is carried out in a variety of ways including; pupil observations, pupil discussions, video and photographic evidence will be used to monitor children's learning and understanding (which can be found on the Winwick Primary Google Drive in the assessment folder) This may need editing further to show how you record and monitor etc.

Summative assessment will be carried out every half term throughout the year and progress will be tracked via the Foundation Subject Tracking Document.

Assessing pupils with SEND will include photo and video evidence that demonstrates how they are achieving the different learning objectives.

Impact

Music is monitored by the subject leader throughout all year groups using a variety of strategies such as, lesson observations, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember more

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 well-being.	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Professional, peripatetic teachers to work with predominantly Year 4. Children get access to being taught by real musicians. A love of playing an instrument promoted and encourage in their ability to do so as a form of expression.	<ul style="list-style-type: none"> Children will achieve age related expectations in music at the end of their cohort year. Children will retain knowledge that is pertinent to music Children will have the opportunity to foster their instrumental flare and use this as a form of expression.
To promote a love of music and singing across a broadened curriculum	As above.	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Children will participate in wider musical activities. Opportunities for improved well-being and confidence will be increased. 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

Leadership of Music

The Music leader 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/videos 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 Winwick C of E 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.

Outcomes

At Winwick C of E 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 assemblies, performances and productions; and the development of our school.



Winwick Church of England Primary School

Music Curriculum Map

Threshold Concepts (The big ideas that form the basis of the schema)	Perform (Singing and playing)		Compose (and improvise)		Transcribe (Musical notation)		Describe (Listen and appraise)
Knowledge Categories (The facets of each threshold concept that helps strengthen the schema) The musical elements that interweave across all concepts.	rhythm	pitch	tempo	duration	pulse	beat	
	timbre	texture	melody	structure	harmony	dynamics	

	Autumn		Spring		Summer	
EYFS	Me Nursery Rhymes and action songs	My Stories Nursery Rhymes and action songs	Everyone Nursery Rhymes and action songs	Our World Nursery Rhymes and action songs	Big Bear Funk Funk music	Reflect, rewind and replay.
Year 1	Hey you! Hip Hop	Rhythm in the way we walk and Banana Rap Reggae and Hip Hop	In the Groove Blues, Baroque, Latin, Bhangra, Folk and Funk.	Round and Round Bossa Nova Latin	Your imagination Pop	Reflect, rewind and replay. Western Classical Music
Year 2	Hands, Feet, Heart South African Music	Ho Ho Ho A Fun Christmas Song	I Wanna Play in a Band Rock	Zoo Time Reggae	Friendship Song A Song about Friendship	Reflect, rewind and replay. Western Classical Music
Year 3	Let Your Spirit Fly Rhythm and Blues/Motown/soul	Glockenspiel Stage 1 Instrumental skills	Three Little Birds Reggae	The Dragon Song Funky Music from around the world	Bringing us together Disco	Reflect, rewind and replay. Western Classical Music
Year 4	Mamma Mia Pop	Glockenspiel Stage 2 Instrumental Skills	Stop! Grime, Bhangra, Tango, Latin Fusion	Lean on Me Gospel	Blackbird A Beatles song about Civil Rights	Reflect, rewind and replay. Western Classical Music
Year 5	Livin' on a Prayer Rock	Classroom Jazz 1 Jazz	Make You Feel My Love Pop Ballad	The Fresh Prince of Bel-Air Hip Hop	Dancing in the Street Motown	Reflect, rewind and replay. Western Classical Music
Year 6	Happy Pop/Motown	Classroom Jazz 2 Jazz, Latin, Blues	A New Year Carol Gospel, Bhangra (Benjamin Britten)	You've Got a Friend Carole King, female composer	Music and Me Inspirational Women	Reflect, rewind and replay. Western Classical Music