



Music Policy

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Information Page

Links to other policies/documents:

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Pupils' Medical Needs Document

Child Protection and Safeguarding Policy

Health and safety Policy

School Development Plan

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Art progression of knowledge and skills

Rationale and intent

At William Reynolds Primary school and Nursery, we recognise the importance of music to engage pupils, offering them opportunities to succeed beyond the traditional academic curriculum, stimulate their talents and spur on their academic performance, creativity and independence in order to aspire for the future.

Our principle aims - from the National Curriculum in England - for Music are 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 use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument and use technology appropriately.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

A broad and balanced creatively driven music curriculum, helps our pupils to develop a creative flair and imagination and gives pupils a better understanding and knowledge of cultural capital.

The core of our Music curriculum is the National Curriculum for England which is supported by the DfE Model Music Curriculum: Key Stage 1 to 2 (March 2021) and the Government endorsed Telford & Wrekin music service.

Our progression of knowledge and skills document shows how we cover each of the NC attainment target. All classes will have scheduled Music lessons each half term and in EYFS Music is embedded through continuous provision as well as taught lessons.

Teaching and Learning

Foundation stage

The EYFS curriculum includes rich opportunities for pupils to encounter the joy of music through singing and playing. Within the Foundation Stage, pupils can experiment with musical instruments and sing on the performing arts stage. Musical instruments are also available in the outdoor environment. Pupils sing and perform a range of well-known nursery rhymes and songs whilst learning how to move in time with music.

Key Stage 1 and 2

As pupils move through KS1, they will be taught musicianship (pulse, beat, rhythm & pitch) by a subject specialist whilst further progressing skills in singing, listening and composing. When focussing on composing, children use graphic notation to represent created sounds. Year 2, use graphic symbols, dot notation and stick notation and apply these skills when learning to play a tuned instrument (recorder) over 21 weeks.

Key skills and techniques learnt in KS1 are built upon in KS2 with singing remaining a key thread throughout. Pupil's access and make progress with a musical instrument through whole

class tuition - recorder (10 weeks), ukulele (31 weeks) & trumpet (10 weeks). In KS2, a specialist music teacher is employed to teach more technical music lessons such as composing, reading and writing notation and performing.

Medium Term Planning

Music is delivered by Telford and Wrekin music service. They use medium-term planning to plan a sequence of progressive lessons and over time, giving the children opportunities to master new substantive concepts. Within this document, key objectives and vocabulary are outlined as well as identified investigative and focussed tasks. Progression of knowledge and skills documents are used to support the medium-term plan, ensure that staff are delivering a consistent and challenging curriculum. The sequence develops pupils' musical knowledge and competencies over time; we use the basis of the 3 Pillars (technical, constructive and expressive) to aid progression in performing, composing and listening. These enable the pupils to gain a sound musical understanding.

Role of the Subject Leader:

The role of the subject leader is to:

- organise and timetable the music provision provided by Telford and Wrekin.
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- use feedback from monitoring to develop an action plan for music with realistic and developmental targets
- audit, identify, purchase and organise all music resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work
- keep up to date on the use of music in the curriculum
- promote music throughout the school e.g. organise an Arts week during the summer term
- co-ordinate extra-curricular activities- e.g. Young Voices, singing for the community.

Spiritual, Moral, Social and Cultural Development

At William Reynolds Primary School and Nursery, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Resources

Music instruments are stored centrally in the music area in the Key Stage 1 hall. It is important to ensure that resources are labelled and left tidy, so they are easy to find.

Use of I.C.T

Information and communication technology enhances the teaching of music, wherever appropriate, in all key stages. Children use software to enhance their skills in music making. The children also use ICT to collect research on notable musicians and the history of their unit's area of music.

Online Safety

As part of our commitment to Safeguarding, online access during lessons is carefully planned for and monitored.

To support children's learning in music, pupils may use specific online content or models and images on the computer. These will be carefully selected by the teacher to ensure that they add value or consolidate the learning and that they are age appropriate and safe. Independent research, where necessary, will be monitored by the class teacher or teaching assistant and will be conducted using a child safe search engine such as 'KidRex.org'

Health and Safety

The health and safety of our children is of great importance. Therefore, 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 (e.g. recorders) will be sterilized before they are reissued to other pupils.
- The school's piano will only be moved by an adult member of staff.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events (e.g. Young Voices) a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Equal opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

Impact

The impact of our curriculum is that:

- Pupils make progress playing tuned and untuned instruments.
- Pupils know a range of music genres, styles & traditions.
- Pupils sing a broad range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

- Pupils understand how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.