



*The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust*

## **1 Aims and Objectives**

The purpose of this policy is to describe our practice in Music and the principles upon which this is based.

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. 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 be a highly academic and demanding subject. It also plays an important role in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop skills and to appreciate a wide variety of musical forms.

At Wellgate Primary School, the objective of teaching music is to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music;
- enjoy and appreciate a wide variety of musical styles

## **2 Teaching and Learning**

At Wellgate Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing:

- an ability to sing in tune and with other people;
- the skills of recognising pulse and pitch;
- an ability to play instruments with control and sensitivity;
- working with others to make music, recognising how individuals can come together to make sounds
- knowledge of musical notation and how to compose music

We 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 by:

- setting tasks which are open-ended and can have a variety of responses;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using Teaching Assistants to support the work of individuals or groups of children



### 3 Equal opportunities

All pupils will have equal access to the music curriculum. Staff will be encouraged to ensure no gender bias by providing equal access for boys and girls, and also for pupils of different social backgrounds and ethnic groups.

Pupils are encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from:

- Different times and cultures
- Different composers past and present
- Different performers past and present

### 4 Additional music teaching

Lessons that are currently taking place are brass, guitar, drums, keyboard, woodwind and cello. We have a school choir who meet weekly through the autumn term and participate in a range of events.

### 5 Music curriculum planning

Music throughout the school is mainly taught using the Charanga scheme which supports the National Curriculum and Model Music Curriculum. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the Music scheme of work means that the children are increasingly challenged as they move through the school.

### 6 Early Years Foundation Stage

We teach music in our Foundation Stage as an integral part of the topic work covered during the year. We relate the musical aspects to the objective set out in the Early Learning Goals, which underpin the planning for children aged three to five. In the EYFS, music contributes to a child's personal, social and emotional development, counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

### 7 The contribution of music to teaching in other curriculum areas include;

#### English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

#### Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics as the rhythm and structure of the music is mathematically based.



### **Spiritual, moral, social and cultural development**

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Wellgate Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of music, are encouraged to develop positive attitudes towards other cultures and societies.

### **Personal, social and health education (PSHE) and citizenship**

Through making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in personal development and building self-confidence.

### **Computing**

Computing is used in music where appropriate. Children will have the opportunities to record their work and use computers to enhance their research skills.

## **8 Inclusion**

We teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, in a musical festival we carry out a risk assessment prior to the activity to ensure that activity is safe and appropriate for all pupils.

## **9 Assessment for learning**

Children demonstrate their ability in music in a variety of different ways Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives feedback as necessary to inform future progress. Pupils are also encouraged to make judgements about how they can improve their own work.

## **10 Musical events**

All children take part in singing practice, assemblies and may perform, for example, in assemblies. The choir performs at events at the local church, Darton College and Young Voices at the Sheffield Arena.

## **11 Monitoring and review**

The music subject leader is responsible for;

- leading the development of music in the school
- providing guidance for staff
- keeping up to date with local and national developments in music and disseminate relevant information
- the organisation and maintenance of music resources



- discussing progress with the head teacher, evaluating strengths and identifying areas for further development

<b>Reviewed By</b>		<b>Date</b>	
<b>Endorsed By</b>		<b>Date</b>	
<b>Approved By</b>		<b>Date</b>	

**Next Review Date-**