



## **WHITCHURCH PRIMARY SCHOOL**

### **MUSIC POLICY**

#### **1. Definition**

1.1 Music is an innate human trait and a universal language. It is present in almost every aspect of human existence and endeavour. It is used in both relaxation and work. It can be enjoyed by everyone, even the profoundly deaf.

1.2 Music education at Whitchurch offers children a way of gaining more from the music both within them and in the world around them. It is a way for children to express themselves creatively and to show their talents and abilities. At Whitchurch, music is taught throughout the school as a class subject. Children have the opportunity from KS1 to learn to play tuned and untuned instruments, which currently include glockenspiels, ukuleles and Brazilian samba percussion. There are opportunities for private tuition for additional instruments. Children who play instruments are encouraged to demonstrate their skills in our annual 'house music assembly' and at our Christmas concert.

1.3 We aim to inspire children and instil within them a passion for music. They learn about music from different cultures, times and listen to the work of great musicians. Children compose, perform and listen to a range of music genres. They participate in regular singing assemblies and have the opportunity to be part of a school choir from year 2-6. We implement computing where relevant as a method of composition and teach children of ways to learn music in our technologically developing world. Children have the opportunity to attend musical workshops outside of school and to learn from music specialists.

#### **2. Aims**

2.1 To promote the pure enjoyment of music by:

- The ongoing development of the ability to perform and compose music with understanding;
- The development of the ability to listen to and understand music, including knowledge of musical history, our diverse musical heritage and a variety of other musical traditions, and appreciating great musicians.
- Watching and listening to high-quality live performances.

2.2 To enable children to access and participate in music; to meet the requirements of the National Curriculum.

2.3 To foster the following qualities: confidence, perseverance, self-discipline, self-esteem, sensitivity to others and co-operation.

### **3. Teaching and Learning**

3.1 All children have access to National Curriculum Music. There is a long term Music curriculum plan outlining coverage of the Music Programmes of Study for Key Stages [KS] 1 and 2. An online scheme called “Charanga” is currently used from FS-Y6 to ensure continuity and coverage. A variety of resources are used to support the planning and delivery of music. Where possible links to topic themes are made.

3.2 One whole-school assembly per week is devoted to singing, and to listening and understanding music, via a structured programme of pieces representing the History of Music, pieces introducing the instruments of the orchestra, and pieces from different musical cultures around the world. These pieces include performances by great musicians.

3.3 All children are taught to play at least one tuned instrument through:

- Glockenspiel lessons in KS1&2
- Ukulele lessons in y4
- Optional tuition on other instruments provided by outside tutors, charged to parents.

### **4. Performance**

4.1 All children have the opportunity to rehearse and perform for an audience through:

- Christmas Carol Service
- Foundation class nativity with songs
- KS1 musical nativity play
- Upper School musical plays
- Opportunities to sing as a choir in Singing Assemblies
- Musical pieces in regular sharing assemblies
- House Music Assembly [children who play an instrument at grade 1 level or above]
- Individual performances in assembly
- Short concerts to parents organised by visiting teachers for children having tuition
- School choir

### **5. Equal Opportunities**

5.1 All children are given equal opportunities in terms of access to National Curriculum Music.

### **6. Progression**

6.1 We recognise that our curriculum planning must allow for children to gain a progressively deeper level of knowledge and understanding and skill competency as they move through the school. This is achieved through our resources which have progression

built into them, and easier/harder options for the instrumental accompaniments. Activities and expectations are adjusted to meet the particular needs of individuals or groups of children in planning.

## **7. Computing**

7.1 Children in KS2 use a variety of programmes and apps to create music. Older children learn to incorporate music in multimedia presentations.

## **8. Records and Assessment**

8.1 Assessment of children's development is made through ongoing teacher assessment. Achievements are recorded against the National Curriculum on a regular basis and recorded in Insights, an online pupil tracker.

8.2 A record is kept of children's achievements through teacher's own notes. Progress and achievements are recorded on the child's Annual Report.

## **9. Musical Talent**

9.1 Efforts are made to find suitable opportunities to foster further development for children identified as having a special musical talent.

9.2 We recognise that a talent for music may be present in children with limited academic achievements, and that it can be a very valuable tool in raising their self-esteem: efforts are made to find suitable opportunities to foster further musical development.

## **10. Health & Safety**

10.1 Children are taught about the importance of hygiene when using woodwind and brass instruments. They are taught the correct method for sterilising shared instruments.

## **11. Monitoring**

11.1 The Music curriculum is monitored by the Music co-ordinator through observing teaching, looking at plans, talking to children, and by observing rehearsals and performances.

## **12. Resources**

12.1 Most Music resources are kept in dedicated storage units in the hall; Foundation Stage have their own Music resource base.

## **13. Spiritual, Moral, Social and Cultural Development**

13.1 This subject promotes spiritual, moral social and cultural development by helping children to:

- Appreciate and respond to talent.
- Consider the role of music in society and see how music can cause conflict and differences of opinion.
- Examine the way music can change moods and behaviour.
- Develop a sense of awe and wonder by providing opportunities for children to listen to and respond to a range of music
- Express feelings through listening to and performing music.
- Develop an awareness of dependency on others and work collaboratively when performing.
- Value the role of others.
- Be aware of cultural heritage through listening to a variety of music from other countries and cultures and learn to respect and value this cultural diversity
- Develop knowledge of music through using and listening to a variety of musical instruments from different countries and cultures.

## **14. Review**

14.1 School staff will review this policy when there is a significant change in regulation or guidance or when governors identify an area for school improvement that is covered by the policy. This will be reported to the Curriculum Committee.

Status of this Policy: Final

Date approved by Governing Body: May 2020

Lead contributions from:

Staff: Lucy Lombos

Governors: Curriculum Committee