



## **Whittingham C of E Primary School Policy for Music Spring Term 2022.**

This policy was written and ratified during Spring Term 2022 and will be reviewed 2025 in line with our policy cycle review.

### **Our School Vision and Values**

The children know these as the 3R's and underpin all that we do and account for much of the choice of our curriculum plans across the school:

'Hand in hand together we will become resilient, respectful and responsible citizens of our community and the wider world.'

### **School Aims:**

- To provide an open, secure and welcoming Christian environment for each pupil. This is expressed through daily worship which acknowledges the presence of God in our lives.
- To further develop and value the partnership that exists between school and the local churches, in particular, through sharing weekly worship and to encourage an appreciation of the Christian faith and a familiarity with the local Christian heritage.
- To care for each pupils' safety, happiness and well-being.
- To value our pupils as individuals, developing their ability to take responsibility for themselves and their actions, promoting confidence and self-esteem, and respect for others and their environment.
- To equip our pupils with the knowledge to make informed choices about having a safe and healthy lifestyle.
- To offer opportunities for our pupils to become involved in the daily life of the school and to prepare them to play an active role as citizens locally and in the wider world.
- To provide a learning environment, which is challenging and stimulating yet ordered and disciplined.
- To provide a broad and balanced curriculum, setting realistic targets for each pupil.
- To extend and reinforce our pupils learning, making expectations clear, and raising achievement levels.

### **Aims of the Science curriculum at Whittingham C of E Primary School**

## **Intent**

At Whittingham C of E Primary school we provide each child with a high quality experience of music which is engaging and inspiring. We provide opportunities for all children to create, play, perform, enjoy music and appreciate a variety of music styles. We intend that each child who leaves Whittingham C of E Primary School has a good range of musical skills, knowledge, understanding and enjoyment of music which is with them for the rest of their lives.

Our intention is to teach:

- Singing skills and to sing individually and in a group
- Creation and composition of music, on their own and with others
- How to correctly play musical instruments
- How to listen to, review and evaluate the work of composers and musicians
- The differing musical styles e.g., Hip Hop, Pop, Classical etc.
- How to effectively make judgements about a musical piece.

## **The national curriculum for Music**

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Whittingham Church of England Primary School follows this detailed guidance thus ensuring continuity and progression in the teaching and learning of music. In the Foundation Stage (Nursery and Reception) the curriculum is guided by the Early Years Framework which leads directly into the National Curriculum.

## **Implementation**

Music is planned on a two-year cycle and is linked to other areas of the curriculum when appropriate. Music is taught and planned using the charanga scheme of work. Charanga offers a clear, well balanced music planning and resources. We do however understand that children sometimes need more input than the charanga scheme provides so teachers can also adapt and add additional planning if they feel that this is appropriate. At Whittingham C of E Primary School, we also understand the importance of having music specialists in school where children can listen to live music and witness live performances, so these experiences are planned throughout the year. Specialists also come into school to teach children to use musical instruments effectively. Children have the opportunity to go on school trips to visit theatres to further their experiences of live music and performance both on the stage and in the audience.

## **Planning**

Planning is undertaken at three levels:

**Long term** planning is based on the two-yearly teaching programmes set out in the National Curriculum.

**Short term** planning is carried out termly by each class teacher from the long-term planning overview.

## **Cross Curricular Links**

Music is a subject which fits seamlessly with most subjects and, when planned carefully, can enhance these subjects. Some ways in which music is seen across our curriculum are included below:

## **English**

Children can play instruments in response to a section of a story or poem when conveying the weather or a certain mood. Classical music is also played, where appropriate, during English lessons to create a calm environment.

## **History**

Children, particularly in KS2 will learn about the history of music and how sounds and instruments have developed into present day. Listening to music and playing instruments from history also brings historical topics to life.

## **Geography**

Music can be used to help children see the links between our own and other cultures, communities and countries. As the introduction to Geographical topics children can listen to traditional music from the country or culture.

## **Computing**

Children used apps such as 'garage band' on the iPad to create music using instruments which may not be accessible in school such as a full-scale drum kit. Music can be composed, produced, recorded and evaluated at the touch of a button.

## **PSHE**

Music and singing can have a very calming effect on the body and children will listen to pieces of classical or traditional folk music during the day while working or as a set, planned element to a PSHE session.

## **Art and Design**

Music and Art and Design work hand in hand as two open ended, creative art forms. Children have the opportunity to create music in response to artwork and vice versa.

## **Organisation**

Music in the nursery and reception classes (Expressive arts and design) is planned and delivered as a cross-curricular topic in line with the early years framework. In KS1 and KS2, Music is planned and taught in accordance with the National Curriculum, making links to topic themes where appropriate. Part of each National Curriculum unit is taught on a termly basis, progressing each term. This ensures our children have a secure understanding of each skill by the end of each academic year.

## **Differentiation Techniques**

- differentiation by outcome.
- differentiation by task.
- differentiation by teacher input.

## **Strategies to assist differentiation**

- groupings by ability, setting targets at different levels.
- mixed ability group, peer support.
- incorporating stretch and challenge into activities.
- promotion of independence enabling smaller guided groups.
- adaptation of resources.

- use of visual aid, prompts, language mats etc.
- Setting tasks that are open ended.
- Setting tasks which can have a variety of results.
- Using additional adults to support the work of individual children or small groups.

### **Impact**

As a result of learning music at Whittingham C of E Primary school, Children become confident performers, composers and listeners who can express themselves musically whether it be through singing or instruments. Children will show an appreciation and respect for a wide range of musical styles and understand how these have been developed through history. Children will understand the ways that music can be written down which supports performing and composing. Children will demonstrate and articulate enthusiasm for music using the correct musical vocabulary. Children have a love of music that they carry with them outside school and into adulthood. Children will meet the end of year key stage expectations outlined in the national curriculum for music.

### **Reporting**

At the end of KS1 and KS2 each pupil's level of attainment and effort is recorded on their annual report. EYFS includes a summary of their child's progress in science over the year. A copy of the child's annual report is given to the parent or carer.

### **Resources**

Musical instruments are integral to our music lessons because of this it is very important that they are kept properly. Instruments are kept on a trolley which can be wheeled easily between classes. Instruments must be kept in a neat and tidy manner. Children are taught to carefully select and handle instruments and put them back correctly. Any breakages must be reported to the subject leader who will undertake regular audits of resources and order new instruments if necessary.

### **Equal Opportunities**

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in music. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils. Music must be taught with regards to the abilities of the pupil to ensure the maximum amount of learning and progress takes place.

Teachers ensure that pupils do not see areas of music as more appropriate for boys or for girls but that the subject is for everyone to access and engage with, regardless of gender.

### **Children with Specific Needs (English as an Additional Language or Special Educational Needs)**

Wherever possible we aim to fully include all pupils within all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation. Where necessary, teachers will, in consultation with the senco, draw up an individual plan for the child. Where appropriate, children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom. Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

**Stretch and Challenge**

All children will be taught within the appropriate peer group. Children will be taught key skills and will be assessed at greater depth in their application of the skills across all areas of the curriculum. Children will have more challenging questions posed and encouraged to communicate their responses in a variety of ways which gives them the responsibility for choosing and evaluating the most appropriate method.

**Role of the Coordinator**

The curriculum coordinator works alongside the SLT to monitor standards of teaching and learning at our school. A structured cycle of planning and work scrutiny, observations, and pupil, parent and staff questionnaires will provide information to judge the effectiveness of the subject as well as future development points. The coordinator is responsible for ensuring the curriculum coordinator folder on the shared google drive is kept up to date, that staff are supported and given opportunities for curriculum development as well as resources being well organised, relevant and up to date. They will also ensure that the Curriculum Area for their subject on the school website is relevant and up to date.

**The coordinator for Music is:**

**Tabitha Trafford**