



West Hill Primary School

Music Policy

Let's shine together



Our vision is a school where everyone shines

What we do and encourage as a school family;

Achievement – excellence in teaching and learning which excites and inspires our children to be the best they can be.

Happiness – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

Friendship – children who are kind and caring towards each other, building lasting friendships.

Respect – a respect for people, each others' beliefs, our environment and all living things.

Responsibility – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

Co-operation – working together, listening and valuing others' opinions within the school family and the wider community.

This policy was adopted by West Hill Primary School on
December 2024

Date of Review	Body responsible for review	Date of next review
December 2024	Subject Leader	December 2027

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Purpose

There are five main aims to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum
- To ensure that Music is given the highest possible priority within our learning at West Hill

Introduction

The 2014 National Curriculum for music aims to ensure that all pupils:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The importance of music

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic awareness, sensitivity and fulfilment.

Expectations

Music making is very important in the Early Years Foundation Stage, during which children are given opportunities to listen to, play and respond to music most days.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programmes of study for each key stage.

The importance of this policy to the curriculum

The staff of this school are committed to raising standards and providing the best education for the pupils in the school within music. This policy seeks to identify the features of effective teaching of the Music Curriculum which translate the aims of the school and the curriculum into relevant and challenging learning experiences for all pupils. The staff are united in this and work to establish an ethos of continuous improvement within music.

In this school there is:

effective planning that takes account of the learning needs of all pupils within music;

- effective teaching that motivates and inspires all pupils to achieve their best work in all aspects of music;

- relevant opportunities for pupils to engage in a wide range of challenging learning experiences in music;
- appropriate continuity and progression in the learning of all pupils from reception to Year 6 within music;
- a combination of the best features of educational practice in music teaching whilst implementing the Primary National Curriculum and national strategies.

Strategy for implementation

We promote a positive attitude to the Arts (Art & Design and Music) learning for all of our children both within their classrooms, communal areas and local community through display and performance. Expectations are that all children are capable of achieving high standards in all aspects of the subject. Our whole school approach to the teaching and learning of music takes the following format:

- Music is taught by all class teachers/PPA teachers within their year group.
- Music follows the Charanga Original scheme to ensure a variety of genres/styles are covered, alongside coverage of the Primary National Curriculum.
- Through our planning children are taught how to develop techniques, skills, use a range of instruments, experimentation and increase their awareness of different kinds of music. They experience a range of music styles, singing for different purposes; play a range of instruments individually or as a group/class as well as developing musical composition and structures.
- Planning involves teachers creating engaging lessons, often involving high-quality visual/auditory resources to aid understanding and broaden children's experiences.
- Planning builds upon the learning and skill development of the previous years. Planning also aims to make cross curriculum links to give the children a deeper understanding of music and how it relates to the world and their lives.
- Teachers demonstrate how to use and how to play a range of instruments. They find opportunities to develop children's understanding further by accessing organisations that work with experts from the wider community who can come into school to work with the children.
- Children are offered a range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
- Enrichment events, such as workshop days, visitors and class/key stage trips, allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills.

The aims of music and how these contribute to the school's aims:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising
- enable all pupils to realise their individual creative potential and to express themselves through music
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places
- enable pupils to experience fulfilment, which derives from striving for the highest possible artistic and technical standards within any style of musical expression
- develop, through music, pupils' skills which contribute to learning across the curriculum;
- contribute to the community and the school's ethos

- enable all children to experience the wonder of music and the ‘tingle factor’ associated with beautiful music

Strategy for implementation

Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding.

Music lessons should take place weekly and last between 45 minutes to 1 hour. Teaching music weekly allows for consistency and repetition which will help embed skills.

As a school, we follow ‘Charanga’, as our music scheme of work. The Scheme Overview on the Charanga website explains...

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. *Listening and Appraising*
2. *Musical Activities*
 1. *Warm-up Games*
 2. *Optional Flexible Games*
 3. *Singing*
 4. *Playing instruments*
 5. *Improvisation*
 6. *Composition*
3. *Performing*

The scheme of work for music, Charanga, includes 6 units per year (one per half term). The autumn 2 unit is described as ‘lighter in content’ to fit around other Christmas activities and the final unit of the year for every class is ‘Reflect, Rewind and Replay’. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.

Each unit of work is designed to develop listening skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Units of work include a range of activities. Alongside, the whole-school will work on units that lead up to winter, spring or summer concerts, religious celebrations and class assemblies. At both key stages children will experience ensemble teaching where everyone uses the same instrument which could include voices, body percussion, percussion, recorders and glockenspiels.

Where possible, children will experience visits from visiting performers that complement planning across the curriculum and include different styles of music from different historical periods.

All pupils have the opportunity to take part in extra and extended activities, such as the school choir and Teachers Youth Rock Choir, as well as instrumental tuition that is provided according to pupils' and parents' wishes, whenever possible.

Spiritual, Moral, Social and Cultural Development

The teaching of music offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their work in general helps them to develop a respect for the abilities of other children and encourages them to collaborate and cooperate across a range of activities and experiences. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different times, cultures and religions through their work on great composers and musicians and performers.

Teaching and learning

Teachers select the appropriate teaching strategies to suit the musical activity and its purpose. Teachers direct and develop pupils' skills in performing, which involves pupils working as a whole class, in smaller groups and individually.

Teachers support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. These composing activities may involve younger pupils working as a whole class. As the pupils make progress, especially at Key Stage 2, they develop their ideas individually or in small groups. In Years 5 and 6 the musical ideas are developed from individual or small group work so that it contributes to pupils working together in a large group.

Teachers use challenging questions in listening and appraising activities to generate discussion and debate.

Extension or extra-curricular opportunities

Extra-curricular activities are organised so that pupils of different ages and stages of development can work together in activities which extend and challenge their skills in ways which are beyond those that are possible in class lessons. Sometimes the purpose is to challenge and extend those pupils who are musically talented. On other occasions, the purpose is to provide a musical experience to all pupils who wish to take part. These are achieved by matching the pupils' musical ability and aptitude carefully to the nature of the activities. Some activities are regular and others take place for specific purposes. The aims and purposes for each group are defined clearly. These determine whether pupils need to be auditioned or whether access is open to all. Opportunities to perform are organised for each of these groups when appropriate.

Instrumental opportunities:

Throughout school, children will have the opportunity to play percussion instruments, glockenspiel and recorder, alongside other instruments through peripatetic lessons and visiting workshops. There are vocal opportunities for all children through class music teaching, school singing assemblies, performances at Harvest, Christmas, Easter and summer shows, alongside KS2 choir.

Assessment and recording

The progress of pupils is assessed using assessment opportunities identified in each unit of work. At the end of each unit teachers should make note of those pupils who achieve higher or less well within their age group. The subject leader is responsible for maintaining a portfolio which contains examples of music activities and experiences across a school year.

Inclusion

Specific tasks and details of resources are included throughout the scheme of work in order to help teachers to provide appropriately for all pupils. Teachers are expected to include in their planning how to meet the targets identified in pupils' IEPs.

Organisation

Each class teacher timetables music within their weekly / termly timetable. Also there is a whole school timetable for periods in the hall that can be used for music, dance or performance preparation once per week. Teachers are expected to make full use of this time and space. For this to happen, teachers are expected to undertake preparatory activities in the classroom in order to maximise the use of the hall for performing.

The curriculum

- The curriculum is met through the use of the scheme 'Charanga'. This is organised in units of work allocated to each year group in each term across the school. In addition to this, opportunities to make and listen to music are planned throughout the year. These include a programme of themed music in collective worship with appropriate supporting notes, visits from musicians and performers, regular individual, group and whole class performing opportunities. Every child has the opportunity to learn a musical instrument: percussion in Key Stage 1 and recorders and glockenspiels in Key Stage 2.

Wider Opportunities Music

The Music Coordinator organises performers to visit the school such as Exeter School Jazz Band and drumming workshops. Whole key stage trips are organised to see the BSO perform themed concerts. Groups of talented musicians experience music workshops and concerts with Devon Music Advisors and / or the BSO. Classes or whole key stages attend the BBC 'Ten Pieces concerts'.

Staffing

In both key stages pupils are taught music by their class teachers. Peripatetic instrumental teachers come into school weekly and teach strings, woodwind, brass and guitars.

Learning resources

Each key stage has a box of percussion instruments. There are approximately 20 glockenspiels and a large box of recorders. We have music stands, CD players and other instruments (such as ukuleles) throughout the school.

The learning environment

Pupils need sufficient, quiet space to be able to make and learn about music. Teachers are expected to reorganise classroom furniture when necessary. Where pupils are composing, use of the outdoor space may be necessary. The hall provides a larger, more resonant space. Music is an important part of the daily life of the school and is used in cross curriculum links when appropriate.

Safe practice

The school has adopted the Health and Safety guidelines published by Devon County Council. These explain how risk assessment should be carried out and they identify good practice, for example in the use of shared mouthpieces and in the correct lifting of instruments. A set of these guidelines is provided for all teachers. Electrical equipment is checked in line with the school's procedures.

The role of parents and carers

Visiting instrumental teachers may provide advice to parents and carers in relation to how to support their child in developing their musical and instrumental skills. Where teachers use parents and carers in lessons, special workshops or concerts, their involvement should be noted and planned. The Musician of the Month is shared with parents in weekly communication for them to discuss with children at home.

The contribution of music to other aspects of the curriculum

The contributions to literacy, numeracy and ICT are planned to match the levels of expectation in those subjects.

Literacy - Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing. Specific tasks are identified in the scheme of work.

Numeracy - Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation. Specific tasks are identified in the scheme of work.

ICT - Charanga incorporates the use of technology through the YuStudio programme.

Geography and the Arts - The school makes extensive use of its grounds for Geography and the Arts. This includes 'sound walks' and outdoor music making.

Spiritual development - In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences – this is described as the "tingle factor". Song lyrics are discussed and moral issues explored, along with issues arising from particular music genres (e.g. reggae, national anthems), from social origins (e.g. patronage, civil rights), or from current practice (e.g. commercialism, noise pollution).

Personal Social Health Education -This is promoted through music activities. There is a special emphasis on sharing resources, in “taking turns” and on listening to each other’s views in both key stages. Planning builds in a repertoire of experience. It includes music from ‘now and then’ and ‘here and there’ so that pupils meet and work in the style of a variety of cultures and time periods.

Leadership and management

Staff development and training opportunities

To develop staff confidence and competence in teaching music:

- the subject leader will attend Learning and Development Partnership area conferences
- whole-school training needs are identified as a result of the monitoring and evaluation programme
- other training needs are identified through induction programmes and performance management
- the subject leader will arrange for relevant advice and information from courses and networking to be disseminated and, where appropriate, to be included in improvement planning and turned into practice
- where necessary, the subject leader leads (or arranges) school-based training
- the subject leader supports teachers in developing, practising or refining their skills in the following ways
- lead staff meetings for teachers and learning support assistants to clarify content and teaching approaches in the units of work to follow, as well as review long term planning
- implementing the points raised from self-evaluation and from staff meetings
- arranging for teachers to disseminate information gathered from attendance at outside training events

Leadership and management roles

The subject leader is responsible to the head teacher for standards achieved, the quality of teaching and learning and management of music. The subject leader is responsible for monitoring and evaluating the quality of the music curriculum and reporting to the headteacher and the arts governor. The subject leader is responsible for supporting staff as the need arises and liaising with peripatetic staff and other visitors.

Monitoring and Evaluation

The subject leader monitors and evaluates the implementation of the scheme of work, reviewing planning.

Children are interviewed to gauge the effectiveness of the music curriculum and to ensure that pupils make satisfactory progress.

The subject leader is responsible for completing annually an action plan outlining action to be taken to maintain and improve standards.

Review

This policy will be reviewed every three years in line with the school’s policy review programme. The subject leader is responsible for reporting to the Governing Board about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.