



## William Gilpin CE VA Primary School Music Policy

### Aims

At William Gilpin CE VA Primary School, our aims reflect those within the National Curriculum as outlined below.

### **Purpose of study**

*Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.*

### Aims

*The 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.*

**National Curriculum, 2014**

As a school, our children engage with music regularly through daily singing and through a large number of children having private peripatetic instrument lessons. This means that our children are often highly competent in many of the attainment targets required. Due to this, our music curriculum focuses on children's understanding of key musical dimensions and developing these knowledge and skills through listening, composing and performing. This ensures children have a rigorous musical education, which also allows for creativity and personal expression.

Across the school, the curriculum ensures all children have experience of a range of composers and musical genres. Where these can be linked effectively to topics this is done so in order to increase pupil engagement and enjoyment.

### Teaching and Learning

At William Gilpin CE VA Primary School we expect teaching and learning in music to be good or outstanding. As part of this, it is expected that music lessons throughout the year will offer opportunities for practical work, such as composing and performing. Children will be given the opportunity to develop their skills in the key musical dimensions and their use of voice, non-tuned and percussion instruments. In addition to this, some lessons will focus on children listening to music and sharing their opinions and knowledge with the class teacher and others. Children will be given the opportunity to work independently, in pairs and in groups.

The use of the published scheme, 'Music Express', ensures that musical skills, knowledge and understanding are developed systematically. Opportunities to apply these skills are planned as part of our thematic curriculum. Our music curriculum map ensures that all the requirements of the National Curriculum for music are met across each Key Stage and provides opportunities for creatively exploring music and applying musical skills.



## **Progression**

Our music curriculum is recursive and children revisit the key music dimensions multiple times throughout their school experience. This ensures learning is retained in children's long-term memory.

Through the use of the 'Music Express' scheme of work children are taught units that reflect their stage of development. As we are a mixed age school, this will mean that this is sometimes reflective of their key stage as opposed to exact year group. Within Key Stage One, children revisit the key musical dimensions at least twice. These units are progressive. Within Key Stage Two, children revisit the key musical dimensions at a deeper level again when in Year 6.

## **Foundation Stage**

In the Reception Class, music is an integral part of the Early Years Curriculum, particularly within Expressive Arts and Design. There is an expectation that musical activities are a regular feature of continuous provision, in addition to adult directed activities where appropriate. These should reflect the expectations that have already been outlined within the teaching and learning section above.

## **Inclusion**

Everything reasonable will be done to ensure that children with disabilities and SEN have as full an access to the music curriculum as possible.

Additional funding is made available to ensure children from all backgrounds have access to peripatetic lessons if they would like to do so.

## **Health and Safety**

The guidelines issued by Hampshire Music Service are followed. Children are not permitted to carry or move heavy instruments and are supervised when moving instruments up and down stairs. Noise levels in lessons are monitored by class teachers and risk assessed for class and individuals who may be sensitive to noise when this is considered necessary. Children are discouraged from sharing instruments with mouthpieces; where this is unavoidable the mouthpieces will be sterilized after use.

## **Impact**

In order to monitor the impact of the quality of education within Music we use a number of approaches. Learning walks and work scrutinies are used to assess how children are progressing towards the National Curriculum attainment targets in addition to assessing the quality of teaching in the subject.

We aim to collect a broad range of evidence to monitor the impact of music at William Gilpin CE VA Primary School. Below is a list of forms that evidence may be collected.

- Learning walk/work scrutiny summaries
- Photographic evidence
- Samples of children's work
- Interviews or focus groups with children or staff

In addition to the above, we also assess children's progress against the National Curriculum at several points throughout the year. Teachers assess children's understanding through formative



assessment in the classroom and foundation subject conferences with children. Reporting statements are used to ensure we assess children against key areas within the music curriculum, these are reflective of both knowledge and skills. Parents receive this information in an annual written report in the summer term.

**This policy will be reviewed in the Spring Term 2024 or in the light of new legislation.**

**Signed:**

**Date:** November 2019