

Whitchurch Combined School

Music Policy



Intent

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. National Curriculum, Key Stage 1 and 2, Music

At Whitchurch Combined School we aim to provide a broad, balanced and differentiated curriculum, ensuring the progressive development of musical concepts, knowledge and skills. Music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies, key stage performances and larger concerts, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

Specifically, the aims of our school's music teaching are to enable children to:

- find enjoyment in creating music and see themselves as musicians;
- develop skills to use a range of instruments, including the voice;
- 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;
- appreciate and evaluate the work of a range of composers and musicians from their own and other cultures;
- develop the interrelated skills of performing, composing and appreciating music;
- develop social skills and awareness through making music together;
- develop their self-esteem and confidence through performance to an audience.

Our curriculum is designed with the cultural capital of children at Whitchurch in mind. Therefore we make sure that they have opportunities to listen to a wide range of music, including that of a range of other cultures and live music. We are a smaller school so we take part in larger multi school events to give our children the experience of performing in larger groups and to larger audiences.

Implementation

The National Curriculum for Key Stages 1 and 2 is the basis of our planning for Music. We use the scheme from Kapow at Whitchurch to cover the parts of the curriculum where children are learning about how music is 'created, produced and communicated'. This is a lively scheme of work that covers a range of genres and ensures progression as the children move up through the school.

We also give every child the opportunity to learn two musical instruments, the recorder and the ukulele. Recorder tuition begins in year 3 and is built on in year 5. They learn the ukulele in year 4. This is vital in helping them to bring together everything they have learnt about pitch, rhythm, musical notation and playing together.

Another aspect of music teaching is the use of technology to create music. There is a cross curricular link here to topics planned within the computing curriculum. In Key Stage Two, children use programmes such as Garage Band to create their own music using a mix of pre-recorded sounds and those that they have sampled themselves.

In EYFS, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings. In addition to this, they use Kapow to directly teach music skills and knowledge. They also give children the opportunity to experience and evaluate music within a planned unit of work.

Each year children will prepare for performances of their learning in their music lessons. There are opportunities to perform in front of parents as well as the school and their classmates. Performance is important in developing children as confident musicians. It also plays a part in raising the standard of their music making.

Over their time in Whitchurch they will have the following performance experiences:

- KS1: a performance at Christmas.
- Years 5 and 6: a summer leaver's production.
- In both autumn and spring term we run an informal music concert where children who learn instruments in or out of school are invited to perform to parents.
- Children are encouraged to play their instruments at the start and end of selected assemblies each week and a rota is put in place each term.
- There is a thriving choir which performs at a variety of events in the run up to Christmas including going out into the community.
- We take part in larger concerts such as Young Voices at the O2 and a joint school festival at the Royal Albert Hall.
- Classes are encouraged to share what they have been working on in their music lessons in school assemblies.
- Plus other special events such as Remembrance Day, jubilees, taking part in local community events, for example joining with the local Whitchurch choir to record a song.

All children take part in a weekly music assembly. This mainly focuses on developing the quality of singing, but also may contain performances by individuals or groups of children and the opportunity to hear and evaluate a range of musical genres.

All children are given learning opportunities to develop their skills and knowledge. Each lesson builds upon previous learning. All children are suitably challenged throughout the school, including those that do not achieve the appropriate level or have a particular talent for music.

SEN/Inclusion

We teach music to all pupils, whatever their educational requirements. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Equal Opportunities apply to this area of the curriculum. The exception to this is where music lessons are provided by an outside agency (for example Aylesbury Music Centre) whose fees have to be paid in full by parents. Pupils with special learning needs may need to be offered alternative methods of recording their work. Activities may be varied for children with physical disabilities but they are given opportunities and challenges equal to that of their peers.

In line with our **Pupil Premium** policy, subsidised tuition is offered to children in receipt of Pupil Premium who wish to learn a musical instrument.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. These lessons are taught by a mixture of private teachers and teachers from Aylesbury Music Centre. Parents who want their children to take part in the scheme must purchase or hire the instrument and pay the additional music fees on a termly basis.

These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin, keyboard, clarinet, flute or trumpet. This is in addition

to the normal music teaching of the school and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

Key stage 2 children are encouraged to join the choir, run at lunch time. Although its primary aim is to enable children to enjoy singing together, it also performs in public on some occasions throughout the year, for example at the Christmas carol concert. Where possible, the school takes part in county music initiatives for both key stages, such as singing festivals, Young Voices or whole class music tuition led by peripatetic music staff.

Gifted and Talented

A child who is talented in music will demonstrate an ability above that expected for their age group.

Children identified as talented in music will be encouraged to take up an instrument, lesson planning will provide challenges for talented pupils and they will be given the opportunity to play leading roles in school productions. There are a variety of cross curricular opportunities during the year for children to be able to perform such as, assemblies, concerts and school productions.

Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

Teachers assess children's work in music by making informal judgements as they observe and talk to them during lessons. On completion of a piece of work, the teacher gives feedback and comments as necessary. At the end of a unit of work, the teacher makes a judgement about the work of each pupil in relation to that unit's learning objectives and makes a record of any child whose progress is noticeably different from that of the rest of the class. We use these as the basis for assessing the progress of the child against the National Curriculum levels at the end of the school year. We pass this information on to the next teacher and use it in our annual report to parents.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupil's practical learning.
- Feedback from regular learning walks and observation of performances, including recordings made during the learning process. This will be carried out by the music coordinator.
- The impact of our music curriculum is also measured in the uptake of our music clubs and uptake of additional music 1:1 teaching.

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Computing and cross curricular links

The use of music can both enrich learning in all other subjects and consolidate musical skill, knowledge and understanding. These include:

- time, place and culture in history, geography, literacy, art and design, RE and PSHCE;
- mood, emotion and expressive language in dance, drama, literacy, art and design and RE;
- structure in writing poetry or creating dances;
- sound in science;

Computing is used in music where appropriate. Some computer programs eg Garage Band and the Internet are used to enhance:

- the exploration of musical instruments and musicians;
- their listening skills and exchange of work;
- the presentation of their work;
- their composition skills;

I-pads are used for recording and listening to their compositions and that of others.

Personal, Social and Health Education (PSHE) and Citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of 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 the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, Moral, Social and Cultural Development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Whitchurch School have the opportunity to encounter music from different cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

Thinking Skills

Aspects of music education contribute to the development of various thinking skills. These can be developed through:

- information-processing skills
- reasoning skills
- enquiry skills
- creative-thinking skills
- evaluation skills.

Resources

Resources for music are kept in a central area – in the computing/ general purpose room - where there are labelled boxes of tuned and untuned musical instruments. Additional CDs and music scores are kept here. Computer software is accessed online. Under normal circumstances, teachers will find there are sufficient instruments to cover any of the musical activities in the scheme with their whole class.

Health and Safety

- Teachers should take care to ensure children are not exposed to extremely high levels of volume when listening to or performing music.
- Children should be trained to use tuned and untuned instruments in an appropriate manner under good control.
- Teachers should ensure that children are not required to carry musical instruments, which are too heavy or cumbersome; nor should teachers ask children to fetch or return instruments where access may be hazardous, for example, a high shelf.
- Teachers should take appropriate precautions when accessing instruments and other resources stored at a higher level.
- If teachers have any concerns about the safety of the equipment, they should consult the music co-ordinator who will check instruments are in good repair and that they are stored in a manner which allows safe access.

Monitoring and review

The music co-ordinator's main responsibilities are:

- Encouraging pupils and staff to enjoy music;

- Liaising with the music service and peripatetic music staff to ensure parents and pupils are aware of the opportunities to learn musical instruments;
- Managing the external music tuition;
- Monitoring the standard of the children's work and the quality of teaching in music;
- Supporting colleagues in the planning, teaching and assessment of music;
- Offering advice and knowledge for children with special needs and the more able, including talented children;
- Keeping informed about current developments in the subject and attending courses;
- Providing a strategic lead and direction for the subject in the school;
- Reviewing samples of children's work and visiting classes to observe teaching in the subject;
- Updating, storing, organising and developing resources, considering any requests from colleagues;
- Managing a delegated budget;
- Advising the Head teacher of any necessary action for further improvement or of any strengths and weaknesses in the subject.
- Organising any school concerts or participation in county music events. This is often in collaboration with other members of staff.

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