



West End Primary School

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WEST END PRIMARY SCHOOL MUSIC POLICY

AIMS

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression. Music is a powerful and unique form of communication that can change the way children feel, think and act. It combines hand, eye and ear coordination and feeds into the progress that children make across all subject areas. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music at West End is to enable children to:

- know and understand how sounds are made
- 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;
- develop the interrelated skills of performing, composing and appreciating music.

STATUTORY REQUIREMENTS

EYFS

Subject specific focus from statutory framework for Early Years Foundation Stage

Expressive arts and design Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Guidance from Development Matters (2020)

Early Years Outcomes



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Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes*
- play tuned and untuned instruments musically*
- listen with concentration and understanding to a range of high-quality live and recorded music*
- experiment with, create, select and combine sounds using the inter-related dimensions of music.*

Key stage 2

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression*
- improvise and compose music for a range of purposes using the inter-related dimensions of music*
- listen with attention to detail and recall sounds with increasing aural memory*
- use and understand staff and other musical notations*
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*
- develop an understanding of the history of music.*

CURRICULUM AND SCHOOL ORGANISATION

In the Early Years Foundation Stage Music is taught as part of 'Expressive Arts and Design'. In KS1 and KS2 we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 'Charanga Music 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.

CROSS-CURRICULAR MUSIC OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. Charanga provides a topic area in which teachers are able to access musical material related to their current topic. This could then be displayed in class assemblies and performances.

ASSESSMENT



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Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum, and records these grades using our whole school Foundation Subject Assessment Grid.

EQUAL OPPORTUNITIES

All children are provided with equal access to the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in Music through:

- *Ensuring teachers are confident when using the selected scheme*
- *Leading by example in the way they teach in their own classroom.*
- *Preparing, organising and leading any relevant training*
- *Offering CPD to any staff members*
- *Observing colleagues with a view to identifying the support they need.*
- *Attending yearly Charanga refreshers and update training*
- *Purchasing and organising resources*
- *Keeping up to date with recent Music developments*

A.Kay

Music Subject Leader