

<b>Name of Policy:</b> Music	<b>Version/Last Review Date:</b> November 2022 (V4)
<b>Documents linked to policy:</b> Curriculum Map Year Group Long Term Plans Development Matters Welsh Foundation Stage Curriulum International Primary Curriulum End of KS Expecations Music Express Scheme of Learning	<b>Previous review date:</b> April 2013 (v1) April 2016 (v2) March 2019 (v3)
<b>Other Policies linked to this policy:</b>	<b>Next Review Date:</b> March 2025
<b>Governor Committee Responsible</b>	Curriculum/Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

### **Aims and Objectives**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. 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 plays an important part in helping children feel part of a community. It also has the capacity to breach all cultures and is an international language in its own right.

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 judgments about the quality of music.

### **The aims of music teaching are to enable children to:**

- Know and understand how sounds are made and then organise 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, culture and purpose for which it was written □ Develop the interrelated skills of performing, composing, appraising and appreciating music.

### **Teaching and Learning Style**

At WNA, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We believe that singing lies at the heart of good music teaching and aim that pupils have daily singing time. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music.

All children are offered the opportunity to study a musical instrument with peripatetic teachers. This is in addition to the music teaching of the school, and usually takes place before or during normal lessons from which children are withdrawn for the duration of the instrumental lesson. These lessons are funded by parents.

### **Music Curriculum Planning**

Our school uses the EYFS Curriculum for Wales, the National Curriculum and International Primary Curriculum as the basis for its curriculum planning. Music Express is used as a scheme of learning to support teaching and coverage.

Each year the school takes part in Harvest Festival, Christmas and End of Year celebrations. These provide each class or year group the opportunity to perform songs or music to an audience, including opportunities for individuals to perform where appropriate.

### **The Contribution of Music to Teaching in Other Curriculum Areas:**

#### **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing and speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme.

Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### **Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### **Information and Communication Technology (ICT)**

ICT is used in music where appropriate. Children can use computer programs to compose music. They may also use ICT in music to enhance their research skills through the Internet and CD ROMs.

### **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 WNA have the opportunity to encounter music, especially during assembly time, from many times and cultures. Through their growing knowledge and understanding of the music they can develop more positive attitudes towards other cultures and societies.

### **Teaching Music to Children with Special Needs**

We teach music to all children, whatever their ability, in accordance with the school curriculum policy for all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Individual Education Plans (IEPs).

### **Assessment and Recording**

Teachers assess children's work in music by making informal judgments as they observe them during lessons, assessing the children's work against the learning objectives for their lesson. At the end of a unit of work, the teacher makes a summary judgment about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child.

### **Resources**

There are sufficient resources for all music teaching units in the school. We keep resources for music in the music room. The library contains some topic books to support children's individual research.

### **Extra Curricular Activities**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities we have.

### **Monitoring and Review**

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The quality and effectiveness of Music will be monitored and evaluated through regular Governor Visits and a rigorous programme of whole school self-evaluation. The school will review this policy and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.