



WHITEHALL PRIMARY SCHOOL

Music Policy

1 Rationale and Intent

1.1 Music is a unique way of communicating that can inspire and motivate children building their curiosity within music. It is a vehicle for personal expression and it can play an important part in the personal development of children and adults, building up resilience. Music reflects the culture and society in which we live, and so the teaching and learning of music enables children to better understand their world. 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 aim to provide opportunities for all children to aspire and create, play, perform and enjoy music, to develop the skills necessary to appreciate music in a wide variety of forms. At Whitehall we encourage children to begin to make judgements about the quality of music they hear.

1.2 At Whitehall Primary, the aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments, including the voice;
- Know how music is composed and written down, using graphic and conventional music notation;
- Know how music is influenced by the time, place and the purpose for which it was written;
- Be introduced to music from a wide range of cultures, times and traditions;
- develop the interrelated skills of performing, composing and appreciating music;
- Experience enjoyment of participating in musical activities and develop individual strengths and talents.

The Music curriculum at Whitehall Primary is underpinned by our school's curriculum values: curiosity, aspiration and independency.

2 Implementation

2.1 Our school is committed to meeting the requirements of the primary National Curriculum 2014 and the Statutory Framework for Early Years Foundation Stage (EYFS) 2021. We use Leicestershire Music scheme of work as a basis for our planning. This is structured around six core units of work for each year group which are based on key areas of musical development:

Unit 1 – Pulse
 Unit 3 – Rhythm
 Unit 4 – Pitch
 Unit 5 – Music Technology, Structure and Form
 Unit 2 – Voice
 Unit 6 – 20th Century music.

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit sequentially, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. As well as using this planning our school intends to provide opportunities to learn about a range of instruments, genres and local artists.

- 2.2** We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term in each year group (as above). Sometimes the children may link their music teaching to other topics and adapt the overall long term structure, particularly at Key Stage 1.
- 2.3** The medium-term plans, which are based on the Leicestershire Music unit of work, give details of each unit of work for each term. Each year group has online access to plans and necessary resources.
- 2.4** As lessons are taught, teachers annotate the lesson plans to reflect the teaching and inform the next lesson to be taught.

Our music teaching is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

5 Foundation Stage

- 5.1** In the Foundation Stage, music is taught through the area of learning called 'Expressive Arts and Design' which is split into two aspects:
- 1) Exploring and Using Media and Materials
 - 2) Being Imaginative

At the end of Reception, children are assessed against the Early Learning Goals in these areas for Music. Rhythm and rhyme are also a core part of the Reading aspect of the Literacy area of learning.

In addition to the two aspects of music covered, the children in Reception also follow the same music scheme as the rest of the school and have the same topics as mentioned above.

Nursery follow the document Development Matters 2021 which incorporates aspects of music such as creating and learning to improvise songs, playing instruments with increasing control to express their feelings and ideas and dancing and performing whilst expressing their feelings and responses. In addition to this, Nursery follow the knowledge and skills outlined in the EYFS progression map ranging birth to end of reception. This document covers the following areas: Narratives, Singing and Music, and Performance.

4 Teaching and learning style

- 4.1** At Whitehall Primary School, 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. The teaching of music inherently incorporates the three main learning styles:
- visual – where children may need to read graphic scores or standard notation;

- auditory – where children will need to listen to, and identify the different musical elements within a piece of music and develop ability to respond to music heard;
- kinaesthetic – where children participate in music making themselves, composing and performing.

Most music lessons include an element of each of these teaching and learning styles.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing rhythmically, in tune and with other people. Through singing songs, children learn about the structure and organisation of music. These skills are enhanced through weekly song practices in each Key Stage.

Children are taught to listen and to appreciate different forms of music. As they get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We also teach children how to work with others to make music and how individuals combine together to make sounds. In the Upper Phase children are also taught some standard musical notation.

4.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, where not all children will complete all tasks);
- grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- Using small mixed ability groups to increase inclusivity.

5 The contribution of music to teaching in other curriculum areas

5.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and computers to develop research skills when finding out about the history of music and musicians. Music may also be used to stimulate discussion. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

5.2 Mathematics

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

5.3 Science

Music is closely linked to the teaching of science, from the early stages of identifying environmental sounds in the early years, through to the discrete teaching of the science of sound further up the school. This has a focus on how different sounds are made and travel, so children explore the ways a variety of musical instruments create sound.

5.4 Computing

Computers and technology play an increasing role in the delivery of the music curriculum, with one unit having its main focus as music technology, exploring ways in which sounds can be created, recorded, stored and transmitted. Online resources, including access to recorded music are used. Children use a range of websites and apps with increasing skill to compose different elements of music. They have access to laptops iPads in school for this. Children may use the internet to access information about music and musicians of different times and genres.

5.4 Foundation Subjects

Music may be linked to other foundation subjects, such as art, where music may be used as a stimulus for creative art and French, where much of the teaching is through songs and rhymes, reinforcing rhythm, pitch and structure. Children will also experience and respond to music from different cultures, faiths, places, times and traditions, so linking with R.E., History and Geography.

5.5 Personal, social and health education (PSHE)

Music contributes significantly to the teaching of PSHE. 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 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. During many topics covered in PSHE, children have the opportunity to sing a range of songs reinforcing and building on the skills previously learnt of rhythm, pitch, structure.

5.6 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 Whitehall School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies. Where possible, we establish community links, taking the choir, for example, to sing at a local church or the residential care homes.

Music in different forms is often an integral part of class assemblies, building a child's confidence and ability to perform in front of an audience. It is also a vital part of whole school and year group faith assemblies.

6 Teaching music to children with SEND and/or are disadvantaged

6.1 We teach music to all children, whatever their ability, in accordance with the school's SEND and Curriculum policy. Teachers make necessary adaptations and differentiate the planning to ensure all children can access the music curriculum. Our work in music takes into account the targets set for individual children.

We offer a range of free and paid clubs to disadvantaged pupils to ensure that these children have the same opportunities as others and gain similar experiences.

7 Teaching music to children with EAL

Music should be achievable and accessible to all. It speaks a universal language and children at any stage of learning English will be encouraged to participate fully in music lessons, being additionally supported where necessary and appropriate.

8 Resources

Whitehall School is well resourced for the teaching of music, with a wide range of tuned and non-tuned percussion instruments kept in a central store. The central store also houses some larger instruments, such as keyboards. A few orchestral instruments are kept in school which may be loaned, at a small cost, to children who have peripatetic lessons in school. The school also has a good supply of boom whackers. Whitehall School has a range of CDs used for assemblies which are accessible to all members of staff.

The Music Curriculum Leader reviews and audits the resources available in school and submits an annual budget bid to allow for any new resources needed to deliver the music curriculum to be purchased.

9 Music Culture and additional Music teaching activities

9.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. There is a school choir which we encourage children in Key Stage 2 to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it may also perform on different occasions through the school year, such as visiting the local church and residential care homes at Christmas, Easter and summer. Our music governor link regularly visits the school and holds assemblies which always incorporates an element of singing.

9.2 Several children in school receive individual or small group lessons on instruments such as keyboard, taught by peripatetic teachers. These teachers are recommended by Leicestershire Music Service, although arrangement of the lessons is now done through school with individual teachers, who liaise with parents directly. Lessons usually take place during normal school hours and after school and the teachers try to rotate the timetable so that children do not miss the same class lesson throughout the whole year. Where children have been learning an instrument, we try to provide an opportunity for them to perform in front of the school and their parents. Provision is available for Pupil Premium children to access these lessons.

9.3 Whitehall Primary School takes advantage of the WCET (Whole Class Ensemble Teaching) projects that are offered through the Leicestershire Music Service and invest a significant budget into this. Through this, we provide tuition for all children in a Year group to learn an instrument (currently the ukulele) with a qualified teacher coming into school to teach each class once a week. The children then perform to the school and their parents on at least one occasion during the year and also aim to participate in a larger performance at a public venue with children from other participating schools.

9.4 We also have a professional singing teacher who carries out a scheme of work on the topic of voice, teaching children singing skills. The teacher will work with three year groups at a time (currently 1, 3 and 4).

9.5 In the summer term we are looking to liaise with secondary schools and other primary schools in a singing project to make musical links around Leicester.

10 Impact

10.1 Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons within each topic. A video recording is taken at the beginning of a new topic and then again at the end of the topic to monitor progression and for teacher judgements. At the end of a unit of work, the pupils will complete a self-evaluation and the teacher will provide feedback in line with the school's Marking and Feedback Policy.

The Music subject leader may keep samples of children's work in a portfolio, to provide examples of the experiences and levels of achievement in music for each age group in the school.

Teachers assess pupils work within the lesson and outcomes at the end of a topic by recording either a blue dot to indicate they have met the learning intention or a red dot to indicate that further learning and a revisit of the learning intention is required. This assessment is shared with the pupils and recorded in the learning intention grids.

Pupils have the opportunities to peer and self-assess a piece of music they have created at the end of each topic.

10.2 Responses to children's work

At Whitehall School, we recognise the importance of responding to children's work in all areas of the curriculum, whether orally or in writing. We seek to encourage children by highlighting positive achievements and suggesting future targets for development. Verbal or written praise is given and work shared with other children who are encouraged to value and respect the achievements of others. Effort is valued along with attainment and opportunities to perform music in any form are arranged where possible. We also encourage children who may be developing musical expertise through lessons out of school to share their progress in school.

11 Monitoring and review

11.1 Monitoring of the standards of children's work and the quality of teaching of music is the responsibility of the Senior Leadership Team and the Music Curriculum Leaders. We monitor Music in the following ways:

- Observation of lessons, monitoring and scrutiny of children's work;
- Organising pupil interviews to monitor the curriculum, knowledge and skills.

- Support from the Music Curriculum Leader who is informed about the current developments in the subject, either individually or through staff workshop/ staff meeting, to help with delivery of the curriculum and facilitating external training where appropriate;
- An annual report provided for the Headteacher and Governors by the Music Curriculum Leader which outlines the progress being made in the subject, its strengths, weaknesses and possible areas for future development;
- An annual visit by the named governor for Music to discuss the provision and development of Music in the school, reporting back to the Governing Body in writing.

12 Links with other Policies

The policy links to other policies and procedures:

- SEND policy
- Teaching, Learning and Assessment Policy
- Curriculum Policy
- Marking and Feedback Policy