

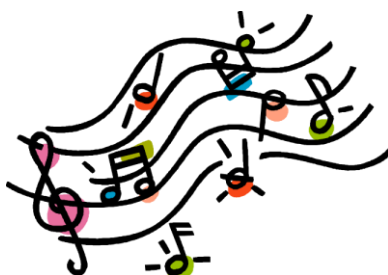
Westminster

Primary

School

Nurturing Minds...
Inspiring Excellence

MUSIC POLICY



Reviewed: March 2021

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Mission Statement

Music is a unique way of communicating that can inspire and motivate children in all areas of the curriculum and wellbeing. 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 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.

Aims and objectives

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;
- 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.

Role of subject leader

The role of a subject leader is to provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

The role of the music leader will be to:

- Advise and support staff in planning, teaching and learning of music
- Monitor sessions across the school by observing lessons (drop ins) and evaluating practice
- Audit, identify, purchase and organise all Music resources, ensuring they are readily available and well maintained.
- Keep up-to-date on the use of Music in the curriculum.
- Promote music throughout the school, via singing assemblies, music week, etc.
- Work with other professionals in developing children's musical skills and knowledge

- Organise celebration assemblies and trip to promote children's achievements
- Provide all staff with important and necessary CPD sessions
- Audit of provisions/ timetable
- Promote high quality school and classroom displays where necessary
- Ensure the music policy is up to date.

Teaching and learning styles

At Westminster Primary School we 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. 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. As children 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 teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music.

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 open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

Music curriculum planning

At Westminster Primary School, there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit. The planned progression built into the schemes of work means that the children are increasingly challenged as they move through the school. Music is planned to link with other topics, where doing so will enhance provision.

Foundation stage

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music teaching in other curriculum areas

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

- Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.
- Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

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 develop research skills, when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways, such as chanting of times tables and songs. Children who study the structure of music are observing patterns and processes.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to 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

Creating, performing or listening to 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 Westminster Primary 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.

Inclusion for all

We teach music to all children in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with barriers to their learning and our work in music takes into account the targets set for individual children.

We use the local Music Service to provide opportunities for children who are talents and developed their talents further. We celebrate their success during performances in assemblies.

Monitoring and assessment

The music subject leader supports colleagues in the teaching of music, is informed about current development in the subject and provides strategic lead and direction for the subject in the school.

The music leader will also monitor provisions and make informal observations ('drop ins') during sessions to ensure music is being taught effectively.

All classroom teachers will use Assessment for Learning strategies to assess children's skills and development by making informal judgements as they observe them during the sessions. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework, which is recorded in their end of year reports.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store. We also make use of 'Charanga' software to enhance our provision. It is the collective responsibility of all teaching staff to report to the subject coordinator any damaged resources or resource needs to facilitate high quality teaching and learning in music.

Review

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R. Shah

March 2021