



# Graiseley Primary School

## Music Policy

**Head Teacher:** Mrs J Humphries

**Subject Lead:** Mrs M Timmins

**Policy updated:** 17.07.23

## Music at Graiseley

Our vision at Graiseley is to provide high quality music education which engages and inspires pupils to develop a lifelong love of music to increase self-confidence, creativity and imagination. We aim to deliver a stimulating, broad and balanced curriculum which guides and prepares inquisitive, resilient, persevering, collaborative and questioning life-long learners who are confident to share their unique interests and talents.

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. 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.

Music is an essential part of our curriculum at Graiseley and the school has been awarded the Music Mark for the breadth of opportunity provided to pupils and for their high levels of participation.

## Key roles in Music

### **The Music Subject Lead is responsible for:**

- ✓ this policy and its implementation including supporting staff in the delivery of Music.
- ✓ ensuring that the governing body is kept up to date with any actions and initiatives that are relevant to the subject.
- ✓ creating and updating the Music Development Plan to be in place by September 2023
- ✓ writing the relevant part of the School Improvement Plan (SIP) and providing the headteacher and governing body with regular reviews of the SIP.
- ✓ completing activities to monitor the quality of music education and use this to identify staff training needs and arrange or deliver CPD

### **The Governing body are responsible for:**

- ✓ ensuring the effective delivery of the National Curriculum in Music.
- ✓ identifying a link governor to liaise with the Music Lead and update the governing body with regular link governor reports annually.

## Intent

At Graiseley Primary School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

Music at Graiseley Primary School is underpinned by the National Curriculum, Development Matters and the EYFS Statutory

Framework. Through the whole music provision we aim to implement the main aims of the National plan for music (<https://www.gov.uk/government/publications/the-importance-of-music-a-national-plan-for-music-education>)

Children make progress through a breadth of musical experience and engagement in music through sequenced, incremental and progressive lessons, through opportunity to perform both in school and beyond, through opportunity to learn a musical instrument taught by a music specialist and through pathways to join bands and orchestras facilitated by the Music Hub

The school music curriculum provides all pupils with opportunities for increasing their knowledge and understanding and developing their skills, confidence and expression in music through singing and playing simple melodic instruments, tuned and un-tuned percussion; exploring sounds; and active and passive listening.

Wolverhampton Music Hub provides opportunities for all pupils to learn instruments from specialist instrumental music teachers as part of whole-class Instrumental lessons (this takes place in Year 4). Through their experience of learning to play instruments in Year 4, children should be able to make a better informed decision about whether they wish to continue learning to play an instrument and which instrument they are most interested in or best suited to.

The school purchases expert tuition through the Music Hub Peripatetic service and private music tutors, to ensure that enhanced experiences are available for those who so wish to learn an instrument in greater depth. The school uses pupil premium funding to ensure that all children regardless of background have equal opportunity. School purchases expert tuition in Brass, Woodwind, Early Strings and Percussion and the children receive free loan of instruments. The school also receives vocal tuition from the Music School.

The curriculum is designed to provide many opportunities for the children to perform to an audience. These might be within the class to their peers, to the school in assemblies, to parents as part of concerts and shows or beyond school as a larger project with other schools.

The curriculum includes opportunities for children to be inspired by performances from professional musicians and secondary school pupils.

We regularly review our practice. Internal monitoring systems provide the music leader with a clear view of music provision and its impact in school. Links with schools in the city, who are models of good practice, help to shape next steps and affirm good practice. We also have close links with the Wolverhampton Music Hub who offer Curriculum advice and support including continuing professional development.

## Implementation

### **Early Years Foundation Stage**

Music begins in EYFS through a holistic approach each day however, the teaching of Communication and Language, Physical Development and Expressive Arts and Design are the most relevant statements within the EYFS framework by which musical progress takes place. By the time children reach the end of Reception, we expect them to have met the relevant Music statements within the above ELG statements to ensure a good level of development when moving into Key Stage One. Children have the opportunity to explore a range of percussion instruments during their child initiated time both indoors and outdoors

In Reception we also follow the units in the Charanga Music Scheme.

### **Key Stage 1 and 2**

Within Key Stage One and Key Stage Two, Music is taught every week for at least 1 hour by class teachers or nominated HLTA using the music program Charanga which has been designed specifically for the teaching of music in Primary Schools. Charanga lessons are planned in sequence to provide children with the opportunities to review, remember, deepen, and apply their understanding. The elements of music are taught in classrooms lessons so that children

can use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments allows children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding and listening, playing or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of the instrument.

The Charanga scheme supports all requirements of the National curriculum. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

#### How the Scheme is structured:

Each half term unit of work comprises of the strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

#### Whole Class Instrumental Teaching

In Year 4 the children receive Whole Class Instrumental Teaching (WCIT). These sessions are delivered by an expert from the Wolverhampton Music Hub. All children are loaned an instrument that they will learn to play over the course of the year. Children are able to take the instruments home to build on what they have learnt in the lesson.

Lessons focus on the musical elements of Rhythm, Melody, Harmony, Timbre, Dynamics, Texture, and Form as well as the musical skills of performance, teamwork and ensemble.

### **Wider opportunities**

After engaging in the music schemes and lessons children will have the opportunity to decide to take music further in which they can opt to participate in our peripatetic group lessons this means that there is small progression routes for children who decide to continue with music outside of the curriculum. Therefore children make musical progress, act as role models, take exams, play in musical groups and gaining a deeper understanding through weekly support and guided practice.

These pupils engage with external exams and music service ensembles.

School contributions alongside group teaching model sustains the model.

Performance is encouraged and supported by Music Service staff. Weekly liaison and reporting directly to parents ensures that children make musical progress.

### **Other singing opportunities**

We have weekly whole school singing assemblies led by the Music lead. The following things are taught:

- breathing techniques
- vocal warm ups
- how to sing in a large group
- a variety of songs from different styles

Our Key Stage 2 school choir have weekly sessions and take part in performances throughout the year in school and in the local area.

## Impact

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children can enjoy music in as many ways as they choose- either as a listener, creator or performer. Children have opportunities to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that is positive. They can dissect music and comprehend, alongside singing and feeling the pulse.

At Graiseley Primary School children are provided with opportunities beyond the National Curriculum to further support their understanding. These include having strong connections with Wolverhampton Music School who provide weekly small and large group lessons, access to a broad range of musical instruments and school productions and events. External interests and talents are also encouraged to be showcased in assembly, ensuring that everyone is challenged regardless of previous musical experience.

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

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Governor monitoring with our subject music link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils practical learning.
- Use of the assessment tools provided within the Charanga scheme.

## Contribution of music to teaching in other curriculum areas:

### **English**

The teaching of English in our school actively promotes the skills of speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.



## **Mathematics**

When children study the structure of music, they 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.

## **Personal, social and health education (PSHE) and citizenship**

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.

## SMSC Development

At Graiseley, we recognise that spiritual, moral, social and cultural education is central to the education of all pupils and permeates the whole curriculum and ethos of the school. It is reflected in the behaviours of individuals and in their interactions and also in the provision of teaching resources and learning environments.

**SMSC** is taught through and reflected in our Music curriculum in many ways.

**Spiritual:** The study of Music enables children to make sense of the world around them and we strive to enable pupils to explore the connections between their musical skills and every-day life.

**Moral:** Pupils are provided with opportunities to use their Musical skills in real life contexts, applying and exploring the skills required in listening, appreciating and composing music. All children take part in an annual 'Christmas production' where they are able to perform musical skills.

**Social:** Music encourages collaborative learning in the classroom in the form of listening and learning from each other and paired discussion and working with partners. As children become increasingly confident at listening, appreciating and performing in

music they realise their own strengths and feel a sense of achievement and raised self-esteem. Over time they become more independent and resilient learners.

**Cultural:** Music supports children's cultural development by developing an appreciation that Music and its language have developed from many different cultures around the world over a long period of time. Various approaches to Music from around the world are used and this provides an opportunity to discuss their origins.

### Inclusion

All pupils are entitled to access the Music curriculum at a level appropriate to their needs and abilities. Teachers plan and follow well-structured lessons from the Charanga scheme and use a range of strategies to ensure full accessibility and sufficient challenge for all. The school makes efficient use of additional adults, deployed effectively to ensure that our curriculum is accessible for all.

We seek to ensure equality of access for our children with Special Educational Needs and Disabilities, to the same educational opportunities as others. In order to make use of these opportunities, it may be necessary to enhance the curriculum and resources available to pupils. They have an entitlement to a broad, balanced curriculum, which is tailored and adapted to their needs.

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

To ensure inclusion:

- ✓ pupils or groups of pupils with additional needs or those who are under-achieving are identified through our assessment

system and appropriate intervention carefully planned and monitored for impact.

- ✓ teachers and teaching assistants are all aware of disadvantaged pupils ensuring that they are targeted for support in lessons ensuring that they perform in line with non-disadvantaged pupils in the same ability band.
- ✓ children with identified SEND (including pupils with an EHCP) should be supported as and when they need it
- ✓ our number of EAL children is significantly above the national average so support is in place to ensure these children can access the same learning as their peers
- ✓ equip all children with the access to musical instruments at no additional cost

### Equal Opportunities

At Graiseley Primary School we are committed to providing a teaching and learning environment which ensures equal access to our Music curriculum regardless of social class, gender, ethnicity, culture, home background, special need or disability. We are committed to enabling all pupils to reach their full potential.

### Resources

We keep resources for music in the room next to the school office which is also used for Music lessons and practice sessions. There are two trolleys of un tuned and tuned percussion instruments. The hired orchestral instruments are also stored there.

Nursery and Reception classes have a collection of percussion instruments freely available.

The library contains a supply of music books to support children's individual research. There are two pianos in school, one in each hall.