



Witchampton CofE First School

Music Policy

Purpose

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 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.

Teaching and Learning Overview

Teaching is in line with the recommendations of the National Curriculum, with modifications in place which allow for the individual and differentiated needs of the children. It takes full account of the different experiences, strengths and interests of the children whilst also complying with the requirements and guidance on inclusion

The national curriculum for Music aims to ensure that all pupils:

- *Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians*
- *Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence*
- *Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations*

At Witchampton we use a variety of teaching and learning styles in music lessons. Our principal aim is to foster a love of music and develop the children's talent, knowledge, skills and understanding in music. We do this best through a mixture of whole-class teaching and individual/group activities. We give children the opportunity within lessons to work on their own and collaborate with others.

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 recognise that in all classes children have a wide range of musical ability, and so we seek to 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:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children 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 classroom assistants to support the work of individuals or groups of children.

Planning - We use the national curriculum scheme of work for music as the basis for our curriculum planning and have related this to the local context. Provision for musical activities

is part of the overall topic planning completed for each class termly. We plan the topics in music so that they build upon prior learning. Music is not taught as a discrete subject every half term, but in blocks which allows for more effective learning in which teachers can focus on musical skills. Children of all abilities have the opportunity to develop their talent, skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school

Early Years Foundation Stage - Music is taught in EYFS as an integral part of the topic work through child-initiated and adult led activities. We teach music in the foundation class as an integral part of the topic work covered during the year. As the foundation class follows the Early Years Foundation Stage Framework, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. 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.

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 Witchampton 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.

Music and Inclusion

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. The study of music is planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Music forms part of the school aim to provide a broad and balanced education to all children. Through our teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, the more able, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this. The grouping of pupils takes into account their strengths and gaps and ensures that all take an active part in the activity and gain in confidence.

Organisation

Music is taught in a whole-class setting, by the class teacher (in Years 3 & 4, they may be taught by a specialist teacher from Dorset Music Service). The lessons are designed to foster a love of music and motivate children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Dorset Music Service, and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar, violin or flute. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Every year, every child is given the opportunity to participate in variety of musical experiences such as:

- inviting specialist music teachers in to supplement our music curriculum and provide valuable CPD for staff e.g. learning traditional songs and creating a school song;
- Singing Club;
- extra-curricular clubs such as recorder club;
- informal performances where those children learning a musical instrument can showcase what they have learnt e.g. guitar concert;
- productions such as the Christmas Nativity;
- church services such as Harvest Festival;
- musical events such as Witchampton's Got Talent;
- assemblies;
- enrichment e.g. using percussion instruments to make sound effects to a book (Going on a Bear Hunt)
- children are signposted to Dorset ensembles outside of school

We are proud of our rural setting and the beautiful village in which our school is set and we participate in all local village events such as dancing round the maypole and singing at the village fete, and Singing in the Square, a Christmas event in Wimborne.

Continuity and Progression

Foundation Stage pupils investigate music as part of Expressive Art and Design. Children are encouraged to investigate and explore through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn whilst experimenting for themselves.

As many children are taught in mixed year groups, a 2-year rolling programme is implemented in Key Stage 1 and Lower Key Stage 2. Lessons are differentiated according to ability, with focus on stretching and challenging the more able, whilst supporting those who need it. By careful planning, pupils' musical talent, skills, knowledge and understanding gained at Key Stage 1 is consolidated and developed during Key Stage 2. This allows progression and continuity, ensuring that new learning takes place and all the programmes of study have been addressed by the time the children have reached the end of Key Stage 1 and Year 4. For us, successful learning starts with differentiation.

Cross-curricular skills and links

Music is taught as a subject specific activity through a combination of whole class teaching, group work and individual work. We ensure that pupils realise the positive contribution of Christians, both men and women and the contribution from those of other cultures. Cross-curricular links are identified when appropriate, e.g.

- English – African song, chants and rhyme;
- Science - Music through Sound topic. Dorset Music Service launch the topic focusing on pitch, volume, different instruments, making them out of junk;
- French – studying Claude Debussy
- History – wartime music, Ancient Greek music
- R.E. – Indian music

Equality of Opportunity

All children have equal access to the music curriculum. The Head of School and class teachers at Witchampton CofE First School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

Across the Trust

Efforts to establish links with other Trust first schools and middle school Music departments will be conducted in 2018/19.

Resources

We have a wide range of resources to support the teaching of music across the school. It is the responsibility of each class teacher to identify resource needs in relation to their project. We have a music trolley that all classes have access to (Dorset Music Service provide musical instruments when teaching Year 4). This is maintained by teachers, supported by teaching assistants as required. Any shortages, breakages or losses should be reported immediately to the Head of School.

Assessment and Record Keeping

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Class teachers keep records of work carried out by pupils and levels of achievement of the work. Photographs, videos and recordings are useful tools to keep as a reminder of pupils achievements.

Throughout the school teachers assess whether children are working towards/at or above the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Children's progress in music may be reported to parents through the pupil annual report and termly consultation meetings.

Formative assessment is used to guide the progress of individuals in music. It involves identifying each child's progress in each area of the music curriculum, determining what each child has learnt and what therefore should be the next stage in their learning. Teachers in the course of their teaching carry out formative assessment informally through questioning, oral feedback and written work.

Suitable tasks include:

- small group discussions;
- specific arrangements for particular pupils;
- individual discussions in which children are encouraged to approve their own work and progress.

Summative assessment takes place at the end of each topic and at the end of each academic year, when a level of the child's attainment is given. This assessment may be carried out through discussion and/or assessment sheets.

Feedback and Marking (see policy)

Regular and clear feedback, usually orally, but also may be written, is given on all work, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Monitoring and Evaluation

The Head of School monitors planning, the standards of the children's work and the quality of teaching in music (to be supported by the music Leads in the Trust middle schools). As Witchampton CofE First School is a small school, the Head of School takes primary lead, but all teachers share the responsibility for supporting each other in their teaching, being informed about current developments in the subject, and contributing to the strategic lead and direction for music in the school. Findings are shared with the Trust CEO and the music Action Plan is updated as appropriate.

Transition to Middle School

The Head of School and Year 4 teacher will liaise with middle schools to ensure continuity and a good transition to middle school.

Next Steps – see Action Plan