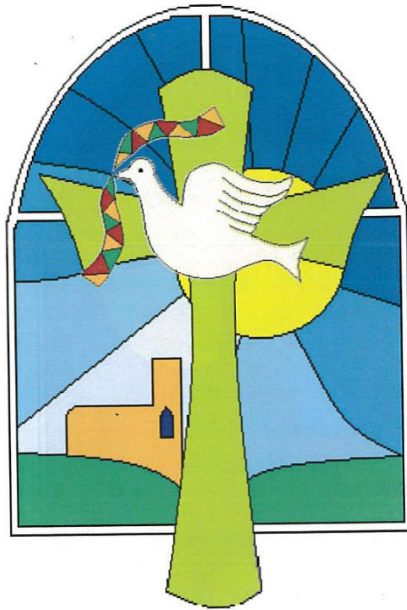


Music Policy Wolds Federation



Our Christian Vision is that our children will be agents for change in their own lives, in their local community and in their global community.

“Music can change the world because music can change people” Bono

**Date: April 2024
Review: April 2026**

Music Policy

Why do we teach Music in the Wolds Federation

Music is, and always has been, an important part of the curriculum. It is a subject in its own right but is closely linked to all other core and foundation subjects. Research has proven that there is in children an inherent ability to respond to and participate in music. We see this first in a baby's smile when listening to a parent's song. It is through listening to speech patterns of musical nature that children first imitate and develop language. Nursery rhymes, action songs, songs about counting, fun songs and nonsense songs all provide a natural medium through which we first begin to teach our children.

We believe that Music is both a practical and creative subject which should be of benefit to all of our children in developing co-ordination, imagination, listening skills and the ability to express personal thoughts and feelings with sheer enjoyment and stimulation. We endeavour to teach them how to appreciate music in all its forms and give them skills that enable them to participate fully in the making of music.

PURPOSE OF STUDY

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

AIMS

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 the great composers and musicians
- learn to sing and to 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.

ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

SCOPE OF MUSIC PROVISION

There are two broad aspects to music provision in our schools. All children take part in a structured curriculum taught as part of their weekly timetable that includes singing and instrumental work, composing and improvising and development of musical knowledge. There is then an addition of a qualified music support teacher that provides specific instrumental teaching on a named instrument. This work enhances the delivered curriculum but does not replace it.

ROLE OF MUSIC WITHIN THE SCHOOL - LINKS

Music is continually linked to many other areas of the curriculum, particularly history and geography, where learning songs and listening to music from different cultures and periods is an important way in to understanding those cultures and periods. The music coordinator liaises with class teachers to make these links explicit, and they inform the structure and content of the music scheme of work. Music also plays a vital role in many weekly and yearly events of the school calendar such as music concerts and the Christmas play.

Songs are chosen for whole-school-singing that contribute to the topics explored in collective worships and assemblies. Music is a fundamental part of all special celebrations such as Harvest Festival, Mother's Day and Easter.

Peripetetic lessons

In addition to our curriculum we also offer one to one or small group music lessons through the East Riding Music Service. The offer is slightly different at each school but includes violin and guitar lessons.

SUBJECT CONTENT

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Implementation -

The curriculum progression document , which is based around the Programmes of Study, contains details of the learning stages of Music. In both Key Stages the music planning is based on the Voices Foundation materials and we place singing at the heart of our music curriculum.

Teaching in KS1

Music performing and listening is a transient experience; it exists in time; it starts; it travels; it finishes and then is a memory. This makes music learning very memory dependent. The young mind of a KS1 child is agile and capable but may have limited retention span. In addition, we know that skills in general require regular practice if instant memory recall is to be achieved. We believe that learning these music skills are aural dependent, but are helped and prompted by associated muscle memory and visual symbols. With all this in mind we employ a strategy of little and often and aim for 10 or 15 minute mini lessons at least twice a week. In fact, in KS1 we advocate singing a song every day.

In KS1 we follow the sequence of 30 skill and concept units which are covered in the first steps 4-7 book 1. Each unit is not a lesson plan but a sequence of activities. The units are split into three teaching phases: preparation, making conscious, practice. In reality the three phases overlap. The class teacher will make the final decision about the best pathway through the units with the support of the music leader.

Teaching in KS2

Singing is still at the heart of the curriculum in KS2 and it provides the collective and personal experiences that lead to shared enjoyments. Performing in KS2 also includes body action and movement. This leads directly into the playing of instruments. We believe that the two are related and so in KS2 all children learn to play an instrument. This music is delivered by a specialist teacher from the East Riding Music service in a 30 weekly lesson. Each class still have a 30 minute lesson weekly delivered by the class teacher. In these learning experiences the children will develop their singing voices, be introduced to the early stages of part singing. They will develop appropriate posture, breath control and develop their tuning. Listening and thinking remain very important parts of KS2 lessons and the children will listen to a range of recordings

Early Years

In Early Years, Music is valued as an important aspect of developing a child's activity. In addition it also helps to develop other important features of their holistic attitude to learning. The children should have the opportunity to explore the sounds of instruments and should have the opportunity to make instruments from everyday materials. Singing is the most natural way of making music and the young child's musical ability will develop when they have regular opportunities to learn a repertoire of rhymes and songs and listen to a range of music. Children are encouraged to listen to a variety of music in order to improve their listening skills and through moving music in order to improve their listening skills and through moving to music where appropriate, their co-ordination will improve.

Equal Opportunities

Acknowledging the Equality Act 2010, The Wolds Federation believes that children should be given the same opportunities regardless of gender, cultural background or special educational needs. Children who have additional difficulties which their physical needs will receive appropriate levels of support to ensure that they have full access to music in the National Curriculum. It is hoped that due to the nature of music, modification to the curriculum will be kept to a minimum. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences.

They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Where appropriate, children should work in mixed ability groups.

The Role of the Music Co-ordinator

The Music co-ordinator is responsible for the development and monitoring of the Music Curriculum, for the updating of the school's policy and Scheme of Work. Curriculum preparation should be reviewed and evaluated at regular intervals by the subject leader. Evaluation should be focussed precisely and accurately. The music co Ordinator will also liaise with the music service staff both for peripetic music lessons and the whole class lesson. Class teachers are responsible for monitoring and evaluating their planning, delivery and pupil learning in music.

Music resources are stored centrally in each school. Each class has access to the voices foundation materiials and the planning is stored on Teams.

This policy was written in April 2024 and is due for review in April 2026