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WHEATLANDS PRIMARY SCHOOL  
MUSIC POLICY

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## **Introduction**

At Wheatlands Primary School we recognise that music is an important part of our lives. Everywhere you go there is music. Music reflects our time and place, our heritage, the community we live in, and our multicultural world.

Our aim is to ensure that practical music making and a greater appreciation of music is within the reach of all children. This will enable them to develop creativity, express themselves through music and participate in rewarding group performances. Through the wide range of musical opportunities they experience during their time at Wheatlands, we hope they will come to find the joy and sense of well-being that music can offer.

In addition, music offers children the opportunity to develop many life skills such as listening and concentration, physical coordination, patterns and number work, teamwork and social skills. It also provides a means of building self-confidence and resilience through perseverance.

## **Curriculum Intent**

At Wheatlands Primary School, it is our intent that 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. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Children in EYFS and Year 1 join in a daily First Thing Music session. First Thing Music is inspired by the Kodály method, which offers a structured approach to music education. It is playful and physical, based on a carefully worked out sequential curriculum in which songs and musical games are used to teach the basics of music. It uses techniques such as signs, games, clapping, reading musical symbols and rhythmic notation, and most centrally, singing.

The Charanga scheme of work is used from Year 1 - 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

## **The National Plan for Music Education**

The National Plan states that every child should have the opportunity to play a musical instrument for a year and at the very least a term of tuition must be offered to all children.

## **Music in the National Curriculum from 2014**

At Foundation Stage children will sing songs, move to music, and explore sounds.

At Key Stage One children will sing songs, speak chants and rhymes, and play a range of tuned and untuned percussion instruments. They will experiment with sounds, relate them to simple symbols and use them to create their own musical effects.

At Key Stage 2 pupils will play and perform in solo and ensemble contexts. They will improvise and compose, learn to use musical notations, experience a range of music from different traditions, and develop an understanding of the history of music.

### **Continuity**

The following dimensions are central to performing and composing and are a part of the curriculum for all year groups:

<b>Pitch</b>	(high and low sounds; melody)
<b>Duration</b>	(long and short sounds; rhythm)
<b>Dynamics</b>	(loud and quiet sounds; contrasts)
<b>Tempo</b>	(speed, keeping the pulse/beat)
<b>Timbre</b>	(quality of sound – the kind of sound instruments make and how to choose them for different purposes)
<b>Texture</b>	(combining sounds to create different effects)
<b>Structure</b>	(how music is put together, eg verse and chorus; beginning/middle/end)

### **Curriculum Organisation**

Music is delivered on a regular basis. This may be weekly, termly or in blocks. The school uses a specialist music teacher and Tees Valley Music Service to support the core elements of the music curriculum. In addition, class teachers provide further coverage of the music curriculum using a range of resources, including Charranga. Each class takes part in regular singing sessions.

### **Assessment, Recording, Reporting**

The school has brief statements for each year group showing the main musical learning outcomes for the year.

Learning objectives are determined by the specialist music teacher in conjunction with the class teacher and the long term overview.

The class teacher may take photographs/video clips of music to show achievement or progress which is often shared on the school Twitter feed.

The child's personal enjoyment of music is included in each child's annual progress report to parents and a teacher comment may be made.

### **Other opportunities for music**

Children from Y2-6 have the opportunity to join an after-school choir run by an external agency. There are additional opportunities for children to perform with the school choir at different points during the year.

### **Small group tuition**

Children in Key Stage 2 have the opportunity to learn a musical instrument with specialist tuition in small groups provided by Tess Valley Music Service at a cost to parents. Children work towards awards and Graded exams and have the opportunity to attend music workshops and join the TVMS music ensembles.

### **Assemblies**

During our assemblies, the whole school sings together and we have a regular hymn practice.

We listen to different composers as we come in and out of assembly.

Occasionally pupils or visiting musicians perform to the school during assemblies

### **Events/concerts/performances/festivals**

During the course of a school year, every child has the opportunity to take part in a performance, incorporating singing, drama and often dance.

Year groups perform at different points during the year, celebrating the major Christian festivals, marking the end of their time at primary school, enriching a topic or as part of a larger initiative eg

with Tees Valley Music Service, CPN Music or the Sage. These provide opportunities for pupils to perform to their parents and other pupils.

Additionally, pupils who receive instrumental lessons have the chance to perform in school assemblies and workshop concerts with TVMS.

### Community links

School music can contribute greatly to the neighbouring community and the community can also contribute to the enrichment of music within the school.

The choir visits the local care home to sing Christmas carols. The school takes part in choir festivals and performances with other local primary schools and is often invited to perform at local events.

### Cross-curricular links

- Topic work and/or whole school projects eg Brazil, The Olympics
- Literacy: poetry, rhythm, storytelling, developing performing confidence
- Numeracy: Counting, pattern, sequencing
- History: Music/composers from different periods in history
- Geography: Music linked to different parts of the world, visiting musicians from different cultural backgrounds, Samba band lessons
- RE: music from different religions/festivals
- Dance/ Drama: Opportunities to combine music and movement. Music to accompany performances
- Science: making of instruments from different materials, how sounds are made, vibration of sound
- PSHE: working cooperatively in groups, explore and consider alternative ideas, listening to others, evaluating the performance of others

### **Equal Opportunities/Special Needs/Gifted and Talented (or Differentiation)**

As with all subjects, music is inclusive for all pupils regardless of their social and cultural background. If required individual pupils are supported by a TA and activities/resources are adapted for diverse learning needs.

Gifted and talented pupils are encouraged to take a lead in performances/group work/begin to learn a musical instrument. Musical activities are often open-ended and can involve participation at many levels.

### **Resources**

The school has access to a variety of pitched and unpitched percussion instruments. There is also a class set of recorders and glockenspiels.

The school has a Clavinova which is used to support singing and music teaching.

The school owns a wide variety of published resources to support singing and percussion work.

Additionally the school has a number of WordsonScreen resources for singing.

The school has access to 2Simple's music program and pupils can use the Garage Band app on the iPads.

Through CPN Music and TVMS, the school can access additional musical equipment if required.

Most music resources are stored centrally. The subject leader is responsible for checking and ordering music resources and replacing broken or damaged instruments.

Music lessons take place in the classrooms and in the hall. Music tuition takes place in an available space.

### **Health and Safety**

Instruments are stored safely within school. Electrical equipment is regularly Pat tested. Broken or damaged instruments are removed, repaired or replaced. Pupils transporting instruments around school are supervised to avoid injury.

Disinfecting of recorders is undertaken by the class teachers and teaching assistants.

### **Role of the Music Subject Leader**

The Subject Leader is responsible for auditing and reviewing music coverage throughout the school, the organisation of the music curriculum, links with Tees Valley Music Service, CPN music and other visiting musicians, the monitoring of continuity and progression, the evaluation of music lessons, ensuring appropriate music resources are available.

### **Professional Development**

The Subject Leader is responsible for offering CPD opportunities to staff in conjunction with the head teacher.