

Woodcroft Primary School

Music Policy

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1. Aims and Objectives

1. 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 enable children to understand better the world they live in. Besides being a creative and enjoyable subject, music is also a highly academic and demanding subject. It also plays an important part in helping children to 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.
2. Our objectives in the teaching of music are to:
 - Develop the child as a whole through engagement in musical activity
 - Ensure all pupils are able to access musical activities
 - Explore and understand how sounds are made and can be organised into musical structures
 - Develop the interrelated skills of composition, performance and musical appreciation
 - Develop and nurture pupils' sense of self and allow them opportunity to explore their own abilities

1. Teaching and Learning Style

1. At Woodcroft 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. Singing lies at the heart of good music teaching. Our 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 to and 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 to make music together, to understand musical notation, and to compose pieces.
2. 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
 - Sometimes 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 teaching assistants where available to support the work of individuals or groups of children;
- Providing specialist support where individual children have particular gifts or talents.

1. Additional Music Teaching

1. Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Barnet Education Arts Trust (BEAT), and this school has chosen to participate in the programme. Parents and Carers who want their children to participate in the scheme must pay additional music lesson fees on a termly basis, however students at Woodcroft Primary School are loaned instruments free of charge. These lessons are taught to individuals and small groups of no more than 4 pupils. Pupils receive tuition in woodwind, strings and brass and are taught by professional tutors from BEAT. All students in Year 3 are also provided the opportunity to learn ukulele in a whole-class setting with two specialised tutors for a full academic year, and Year 2 pupils are provided lessons in percussion in the Summer term. This is in addition to the weekly national curriculum music teaching of the school, and usually takes place during lessons, from which children are withdrawn for the duration of the instrumental lesson.

1. Music Curriculum Planning

1. Music is a foundation subject in the National Curriculum. Our school uses the national programmes of study for music as the basis for its curriculum planning. Plans are designed so that the topics children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:
 - Increasing breadth and range of musical experiences;
 - Increasing challenge and difficulty in musical activities;
 - Increasing confidence, sensitivity and creativity in the children's music-making.

1. We carry out the curriculum planning in music in three phases (long-term, medium-term, and short-term). The long-term plan maps the music topics studied in each term during the key stage. The music teacher devises this plan in conjunction with teaching colleagues in each year group. Sometimes, the children study music topics in conjunction with other subjects. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum. Whole school and 'world' events that support PSHE/SMSC and British Values are also taken into account in the long-term planning of music.

1. The medium-term plans give details of each unit of work for each term. We have regard to the national scheme of work for music but our curriculum planning is designed to support the curriculum themes chosen for each term. The music teacher is responsible for keeping and reviewing these plans.

1. The music teacher writes the daily lesson plans, which list the specific learning objectives and expected outcomes for each lesson. The music teacher is responsible for keeping these individual plans.

1. The contribution of music to teaching in other curriculum areas

1. 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. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

1. Mathematics

The teaching of music contributes to students' mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Rhythm and structure of music are mathematically based.

1. PSHE and British Values

Music contributes significantly to the teaching of PSHE, SMSC and British Values. Through the common goal of making music, children learn to work effectively with other people and to build 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 events pupils participate in during school years.

1. Spiritual, Moral, Social and Cultural Development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. At Woodcroft, we encourage children to reflect on the important effect music has on people's moods, senses and quality of life, and how music can be used to express the aforementioned. Children at Woodcroft have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of music, they become more accepting towards other cultures and societies.

1. Music and Computing

6.1 Computing enhances the teaching of music, where appropriate, in all key stages. Pupils and staff utilise the school's VLE (The 'Treehouse') to support at-home learning. Music learned in class is uploaded to the Treehouse for pupils to rehearse and practise, and pupils are encouraged to comment on their own and others' work. Videos and recordings of performances are published here and utilised to reflect on and develop own and others' practice. Pupils are able to share their own performances on the Treehouse as well. Professional performances of known and studied works are accessed online and are consistently used to support pupils' development in their musical learning.

The music classroom at Woodcroft has been fitted with an Interactive Whiteboard which is utilised every lesson, and the music teacher has access to recording devices to support online collaboration and assessment documentation.

1. Music and Inclusion

1. At Woodcroft, we teach music to all children, whatever their ability and individual needs. 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 good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, Gifted and Talented pupils, and those learning English as an additional language. We take all reasonable steps to achieve these goals.
2. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors, such as classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable each individual child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
3. Music may contribute towards meeting targets set out in a child's Individual Education Plan (IEP). The Music Teacher will have regard to these when planning and designing tasks for music lessons.
4. At Woodcroft Primary School, we enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom (for example in a music festival at an outside venue) we carry out a risk assessment prior to the activity and undertake educational visits planning through the web based system EVOLVE to ensure the activity is safe and appropriate for all pupils.

1. Assessment

1. Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives them oral or written feedback, as necessary, to inform future progress. All pupils are encouraged to make judgements about how they can improve their own work, as appropriate to their age and development level. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil and records these in their mark book. We use this as the basis for assessing the progress of the child, and where appropriate this information is passed on to the next teacher for the following year. Results are uploaded to the school's online assessment system (Target Tracker) and reviewed on a termly basis.

1. Resources

1. There are sufficient resources for all music teaching units in the school. We keep instruments and other resources for music in the music classroom. The library contains topic books and each Year Group classroom has music books related to topic work.

1. School Ensembles

1. At Woodcroft, we strongly believe music enriches the lives of people, and it is our aim to involve as many children as possible in musical activities. The music teacher with the support of a member of the Senior Leadership Team runs two

singing assemblies each week, one for each Key Stage group, which provides opportunity for whole school singing. There are a large number of musical ensembles which all pupils are able to access and each of these are run by adults with specialities in these areas. They are supported by professional instrument tutors from BEAT. The aim of these ensembles is to provide pupils opportunity to continue music learning beyond the classroom.