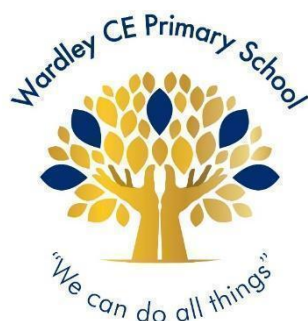


# Wardley CE Primary School Music Policy



Name of Reviewer	Lauren Hargreaves
Date of Approval of Governing Body	September 2023
Signature of Chair	<i>Alan Johns</i>
Signature of Head	<i>Mark Foster</i>
Date Due for Review	September 2026

## **EQUALITY STATEMENT**

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations

We review all policies and procedures we operate to ensure there are no negative equality impacts based on the following protected characteristics: age, disability, ethnicity & race, gender (sex), gender identity & reassignment, pregnancy & maternity, sexual orientation, religion & belief and non-belief as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

## **Our school vision**

We are a Church of England school that values and recognises the uniqueness of each individual child and acknowledges their fundamental right to be educated to their full potential in a safe, secure and caring environment. Our ethos is built on Christian foundations and drives our belief that we can do all things.

Wardley CE Primary School is committed to continual improvement to ensure that what we do today is even better tomorrow. We provide a happy, secure and supportive learning environment where the children develop independence and work hard to make the most of their talents, and that 'We can do all things' within a deep and rich curriculum.

*We can do all things through Christ who strengthens us. Phillipians 4:13*

## **Practical ways in which we attempt to carry out our school vision**

### ***Through the Christian value of respect:***

- Having strong ethics to underpin our decision making and actions.
- Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish.
- Promoting a sense of justice.
- Creating a strong moral purpose which underpins everything we do

### ***Through the Christian value of friendship:***

- Having an inclusive ethos to create a school in which everyone is welcome and everyone is equal.
- In celebrating diversity we value the strengths of all and embrace differences.
- Engaging stakeholders within and beyond the school.

### ***Through the Christian value of trust:***

- Having a strong sense of teamwork amongst all members of the school community.
- No matter how small, we value every contribution and support each other to reach our goals.
- In respecting each other, we strive to not let each other down.
- In feeling valued and empowered people have a desire to go the extra mile.

### ***Through the Christian value of courage***

- Recognising, supporting and developing everyone's potential.
- Nurturing skills and promoting opportunities.
- Creating an environment for people to think positively and take risks.

### ***Through the Christian value of perseverance:***

- Through continual enhancement we are constantly striving to achieve high standards, we never stand still.
- All improvements are underpinned with high aspirations.
- When problems arise, we must hold on to our vision and find solutions.
- We inspire and innovate and we support others to do the same.

## **Spiritual Moral Social & Cultural Statement**

At Wardley CE Primary School, we strive to cultivate a real enjoyment of music and aim to deliver high quality music lessons that teach, support and encourage all children to achieve their full potential. We believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves and relate to others and the wider world.

Our Music curriculum contributes to the **Spiritual** development of pupils by:

- Inspiring pupils to be creative and imaginative when composing.
- Encouraging them to enjoy and respond to different genres and styles of music.
- Giving pupils opportunities to discuss emotions evoked by music.
- Singing together daily as part of collective worship.

Our Music curriculum contributes to the **Moral** development of pupils by:

- Providing opportunities to further explore moral issues surrounding different music styles (WW2, slave plantations, rock and roll) and chances to understand how viewpoints on these issues have changed over time.
- Giving pupils opportunities to share their opinions of performances sensitively and thoughtfully.
- Supporting pupils to give constructive feedback that is respectful and not in any way hurtful.

Our Music curriculum contributes to the **Social** development of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome.
- Enabling them to make decisions as a group, dealing with conflict when it arises.
- Supporting children to give constructive feedback to their peers, considering the feelings of others when doing so.
- Offering them regular opportunities to perform in class and in front of an audience.

Our Music curriculum contributes to the **Cultural** development of pupils by:

- Broadening their awareness of cultural diversity by introducing them to music from around the world.
- Allowing them to understand more about the importance of music in their own and others' heritage.
- Helping them to see that music plays an important role in many cultures around the world.
- Fostering respect for music associated with different cultures and the diversity of this music.

## Intent

The intention of the music curriculum is that 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. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of different types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Children will further develop their knowledge by being exposed to a range of composers.

Our subject intent is that to be a musician at Wardley CE Primary means that you have:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Wardley CE Primary School is a school in which the talents of each child are consistently nurtured as they progress up the school. We provide children with a range of inclusive opportunities to discover and develop their musical or dramatic competencies, cultivate their cultural understanding and establish the foundations of essential life skills, such as expressing oneself clearly and confidently. By the time they leave Wardley CE Primary School, children have been equipped with this knowledge and understanding as well as having an appreciation of a breadth of musical forms.

## Implementation

Music is a universal language that embodies one of the highest forms of creativity.

At Wardley CE Primary School the teaching and learning of music focuses on enabling children to think as musicians.

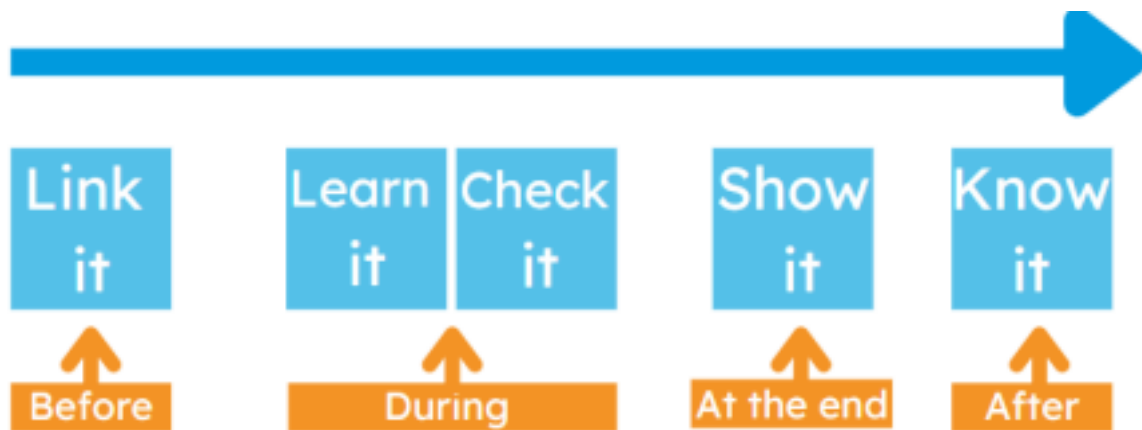
Across key stage 1 & 2, there are four key threshold concepts that the children will keep returning to in their music work. This is the disciplinary knowledge that we have identified that runs throughout our music curriculum.

- To perform
- To compose
- To transcribe
- To describe music

At Wardley CE Primary School, we have reviewed our scheme of work and are using 'Kapow' throughout the school. This serves as a base to aid and enhance our teaching. Teachers then make professional judgements about when to adapt or add additional materials where this would benefit learning.

Music lessons take place weekly in all Key Stage 1 and Key Stage 2 classes. Key Stage 1 classes and the Year 3 class are taught music by their respective class teachers. Our Year 4 class receive music lessons from a qualified music teacher and take part in 'Whole Class Instrumental Teaching' (WCIT). They are currently learning to play the ukulele. Music lessons in Year 5 and Year 6 are both taught by our music lead, Miss Hargreaves, in order to make the most of staff knowledge and expertise. This supports both the music lead and class teachers: our music leader has a strong awareness of the pupils' musical attainment in the classes she teaches in, and it acts as a form of CPD to up-skill staff's knowledge of the music curriculum.

At Wardley CE Primary School we place five pedagogical principles at the heart of our music curriculum and we have ensured that there is time spent on the intent of how we deliver this. Our aim is for the children to 'remember more and know more'.



**Link It:** At the beginning of a unit of learning teachers carefully link the children’s prior learning. Learning starts with igniting pupils’ prior knowledge. Research on cognitive load recognises the potential benefits this will have upon long-term retention. Once established, we move onto the ‘Learn It’ stage where the composite learning is broken down into manageable components.

**Learn It:** This is new learning. It is often taught through a sequence of lessons that follow a ‘line of enquiry’. These are shaped by key questions which guide the children’s exposure to new knowledge and link it back to the overarching line of enquiry. Children learn the substantive knowledge required for the area of learning (based on the essential opportunities) whilst developing their disciplinary knowledge for the subject through the threshold concepts.

**Check It:** Throughout the ‘Learn It’ phase, teacher’s plan ‘Check It’ opportunities for adults to review their learning to date. This gives teachers the opportunity to recognise gaps in pupils’ knowledge and to enable them to make future decisions based on these assessments. Throughout lessons, the children’s understanding will be checked by the teacher through a range of ‘Check It’ tasks.

**Show it:** At the end of a sequence of learning, we use ‘show it’ which is beneficial in enabling pupils to showcase their learning. The children present their learning at the end of each area of learning. This often takes the form of an end of unit reflection activity in which the children bring together their ideas in response to the ‘line of enquiry’ that they have been following. Importantly, there is encouragement for pupils to come up with innovative ideas.

**Know It:** At Wardley CE Primary School, we check that the children know more and remember more with a summative activity at the end of each area of learning. As well as this, the children have regular retrieval sessions to retrieve their prior learning to ensure that it is not lost. This would normally be after the area of learning has been concluded and could be later, or even much later, in the school year.

## **Links to the Wider Curriculum**

At Wardley CE Primary School, Music is taught through weekly lessons. We try to link Music to other subjects to help build on prior knowledge whilst ensuring no tenuous links are made. Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of maths, PE, computing and geography.

Music contributes to the teaching of maths. Music involves counting beats, understanding patterns, and recognising fractions. When pupils learn the relationship between different note lengths and compose short rhythms within a specified time signature, they are reinforcing mathematical concepts of fractions and pattern and practising them in an engaging way.

Music contributes significantly to the teaching of PE during units where children learn about dance. Children learn to express themselves through dance and music, exploring how different styles of music can be interpreted and expressed through different movements. Dancing to music or playing rhythmic instruments improves coordination, balance, and motor skills; all of which promote physical development.

We use computing in music teaching where appropriate. In some groups, technology is used to create and edit music. Pupils also use recording equipment regularly to record and be able to reflect upon their musical performances.

When teaching music, we contribute to the children's geographical knowledge and cultural awareness. Pupils learn how music can reflect the geography of a region, and studying music from different countries allows students to learn about their landscapes, climates, and lifestyles. From learning traditional Ghanaian call and response songs in Year 2, to exploring the stylistic features of traditional Indian music in Year 3 and performing traditional West African songs in Year 5, pupils are exposed to a huge variety of musical styles, genres and cultures whilst at Wardley CE Primary School.

## **Music in the Early Years Foundation Stage (EYFS)**

All pupils in the EYFS are taught music through a blend of discrete music lessons and by developing their growing musical skills during continuous provision as part of child-led play. All musical objectives within the EYFS are underpinned by the objectives of the Early Learning Goals (ELGs).

By the end of Nursery, children will:

- Be familiar with terms like pitch, song, voice and instrument.
- Recognise that they can sing high notes and low notes with their voices.
- Have a wide repertoire of nursery rhymes and simple songs that they can sing.
- They will have explored both tuned and untuned instruments.

By the end of Reception, children will be able to:

- Explore and engage in music making and dance, performing solo or in groups.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Sing a range of well-known nursery rhymes and songs (ELG)
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music (ELG)

Music and movement are a part of every-day learning in the EYFS. The children learn new songs and dances linked to the topics they are learning and over their time in Nursery and Reception, they build a repertoire of familiar songs and ways of dancing. Children are encouraged to engage with music through play, exposure to a variety of high-quality materials and through the exploration of musical instruments.

## **Impact**

The impact of the subject can be seen in the progress that the pupils make. This can be seen as knowing more, remembering more and being able to do more. It is about the pupils developing their ability to think musically. It is about connecting existing and new knowledge, developing competence and making links. Assessment is both formative as children learn and summative to evaluate the gains that have been made. It is kept to the minimum necessary to be fit for its purpose.

At Wardley CE Primary School assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of each topic against the subject's threshold concepts (disciplinary knowledge) and the subject's substantive knowledge, which enables teachers to track each child's progress. These are based on the subject's National Curriculum programme of study,

The way we assess this progress includes the following practice (as set out in the school's teaching & learning policy and assessment policy):

- On-going formative assessment- this includes the use of day to day assessment for learning classroom practice and feedback. It looks at the pupil's development of key knowledge and skills. It can include short tests and quizzes. The aim is to reactivate thinking, make links and connect ideas to better embed them in the long term memory.
- Long term summative assessment - this looks at the subject's substantive and disciplinary knowledge. It involves the pupils drawing their learning together, for example in the end of unit responses to the key questions. It also provides an overview of whole school progress for the subject leader.



## **Role of the subject leader.**

The music subject leader at Wardley CE Primary School is Miss Hargreaves.

Their role as a subject leader is to act as a guardian of the standards in the subject.

This means that they know:

- How well pupils achieve.
- What the strengths of provision are
- What needs to be done to improve outcomes.

To achieve this, subject leaders undertake the following monitoring activities on a termly basis:

- Lesson observations.
- Monitoring of children's books.
- Discussions with both adults and children.
- Looking at classroom displays.

In addition subject leaders will:

- Support staff in their development of planning and to monitor planning.
- Facilitate the sharing of good practice among staff.
- Work together with colleagues to raise standards.
- Ensure that the policy documents and curriculum resources remain useful and current.

## **Extra-curricular opportunities**

We offer extra-curricular opportunities for music through weekly peripatetic musical tuition that is hosted within school. This enables children to access music tuition delivered by expert music teachers where pupils can learn to play a variety of musical instruments including piano, guitar and drums.

Pupils in Year 4 take part in Whole Class Instrumental Tuition (WCIT) where they collectively learn to play an instrument. This then creates opportunities to perform both in school and out of school at a WCIT Summer Showcase at the Lowry.

We also have a school choir that is open to all KS2 pupils. The pupils in the choir learn to sing a large repertoire of songs and open events such as Christmas performances or Easter and Harvest services at our local church, All Saints Church.

We work hard to ensure that our pupils have the opportunity to experience seeing a live music and drama performance every year. Twice a year, KS2 pupils watch

performances by a Christian theatre group in school whose aim is to bring the Bible to life through drama and music. Every Christmas, we also welcome a pantomime theatre group in school who perform for all pupils, Reception to Year 6. This live performance gets pupils involved through drama, singing and dancing.

### **Inclusion**

At Wardley CE Primary School all children have access to music lessons and activities regardless of their abilities or specific needs. Teaching approaches provide equality of opportunity by making sure the work is suitable for all, regardless of gender, considering religious and cultural beliefs and enabling those with disabilities to have full participation

Through adaptive teaching we provide all children with the tools and support to be involved and access every history lesson. This is the 'low threshold, high ceiling' model of teaching and learning that is set out in our teaching and learning policy.

To promote an inclusive environment in music we will use the following provision model:

## Wave 1 Support

### Inclusive Quality First Teaching

Differentiated planning and work  
Additional concrete resources to support learning in class e.g. number lines, word mat, visualiser  
Inclusive ethos and learning environment – SEN Policy, Accessibility Policy, SEN Information Report.  
Behaviour management  
Effective deployment of staff and support staff  
Consideration of teaching programs and planning for varied learning styles  
Accurate assessments  
Pupil progress meetings  
Working closely with parents  
Being mindful of cultural and social differences / influences in the community

## Wave 2 Support

### Additional Interventions to enable children to work at age-related expectations or above

Provision mapping  
Interventions – both evidence based and informal e.g. Phonics, Mr Goodguess, SALT, Lego therapy  
Use of marking and assessment to identify children who need a re-cap focus  
Pre-teaching / Post teaching follow up  
Small group phonics  
Well-being groups  
Social communication resources in class e.g. timetables, social stories  
visual cards  
SALT strategies used in class e.g. visuals to support, use of gestures/sign language

## Wave 3 Support

### Targeted provision for those who require a high level of personalised and specialised support

IEPs  
SALT intervention or 1:1 specialist SALT  
1:1 emotional therapy – iThrive  
1:1 input LSS and PIT  
Enhanced SALT support (School Buy-in)  
Precision teaching  
Behaviour plans  
Personalised reward programs  
Personalised strategies used in class – e.g. dyslexia overlays, specific formats for writing on

