

LOVE, TRUST, COMMUNITY



**WICKHAMBREAUX CHURCH OF ENGLAND
PRIMARY SCHOOL**

MUSIC POLICY

2023- 2024

Music Policy

Music Coordinator: Mrs Maisey

Wickhambreaux Primary School recently achieved Music Mark status by Kent Music. As a school we recognise the value of music education and we offer a very balanced and broad music curriculum to all year groups from reception up to year 6 through singing, playing instruments, composing, improvising and listening to a wide variety of music. Singing lies at the heart of all the music lessons and musicianship is taught through musical/action songs or musical games with a focus on using Kodaly, Dalcroze and Solfege. With such a diversity of instrumental players/musicians we provide the following extra curricular activities: Wickhambreaux Orchestra, Wickhambreaux Choir, Ukulele Club, Rock Band Club and Music Theory Club.

The children have sung to the local community as well as the wider community including singing at Canterbury Cathedral accompanied by the Band of The Princess of Wales's Royal Regiment, the Gulbenkian, St Andrew's Church in Wickhambreaux, Young Voices, and in Whitefriars, Canterbury for the St Nicholas Parade and various other events. Our school orchestra is developing greatly with regularly performances with the local community in the 'Revellers' Orchestra. The Revellers are a beginners and intermediate orchestra project designed to celebrate the progress of fledgling orchestral players, both young and old. Our aim is to inspire and motivate them to continue their exciting learning journey. Bespoke arrangements and compositions allow all participants to play alongside the 40-strong Revelation Strings orchestra and to meet and perform with internationally renowned string players including cellist Matthew Sharp.

The school orchestra and brass ensemble have also performed at Canterbury Cathedral, St Andrew's Church in Wickhambreaux and other various local venues.

Aims and Objectives

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 supports the children in understanding the world in which we live. Besides being a creative and enjoyable activity, music can 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 judgments about the quality of music. 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 about counting, fun songs and nonsense songs all provide a natural medium through which we first begin to teach our children.

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

- Perform, listen to, view 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 appropriate 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 Wickhambreaux Primary School we make music an enjoyable and nurturing learning experience. We encourage children to participate in a variety of musical experiences through singing, composing (exploring sounds), improvising, listening and performing. Singing lies at the heart of good music teaching and this is valued across Key Stages 1 and 2. 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 and appreciate different forms of music. As children get older we expect them to maintain their concentration for longer and listen to more extended pieces of music, in turn this supports them in develop independence in creating their own 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, these are often taught consecutively. We also teach

children how to work with others to make music and how individuals combine together to make sounds. We also teach them musical notation and how to compose music. The teaching also involves the aspect of improving their own performance through problem solving.

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of which are suitable to the child's ability so that they feel positive and enthusiastic about music.
- Providing resources of different complexity depending on the ability of the child.

Additional music teaching

The provision for peripatetic music lessons is reviewed annually. Lessons offered to the children include:

Vocal, String, Brass, Guitars, Drums and Woodwind.

Our peripatetic staff are:

Mrs Crook & Mrs Kelly	-	Piano
Mrs Cullen	-	Brass, Piano and strings
Mr French	-	Guitar
Mr Sayer	-	Drums
Mrs Crook	-	Woodwind
Mrs Bartlett	-	Vocal

Music Curriculum Planning

Used the Model Music Curriculum as guidance

EYFS

During Early Years the children listen to a wide range of music and develop their sense of pulse. The children explore singing techniques and processes. They play musical instruments and sing a variety of songs (eg.chants/rhymes). They explore musical instruments and basic composition/improvisation ideas with them and their voices. The children begin to develop their musicianship skills using a wide variety of Kodaly based songs/musical games.

Key Stage 1

During Key Stage 1 children listen carefully and respond physically to a wider range of music. The children explore singing techniques and processes. They play musical instruments and sing a variety of songs (eg.chants/rhymes), adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects. They listen to a wide variety of music and develop their musicianship skills using a wide variety of Kodaly based songs/musical games. They also improvise around basic intervals.

Key Stage 2

During Key Stage 2 children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. The children explore singing techniques and processes in greater depth. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures. They listen to a wide variety of music and develop their musicianship skills using a wide variety of Kodaly based songs/musical games. The children will build musical confidence through active engagement with music as performers, music creators and audience. There is a strong intention that pupils will perform their compositions in class and a wider school audience.

The Contribution of Music to Teaching in other Curriculum Areas

English

Music contributes to the teaching of English in our school by actively promoting the communication skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. 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.

Mathematics

Music contributes to the application of number in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Information and communication technology (ICT)

The school is developing the use of ICT in the music curriculum through recording performances using a recording device. These recordings are then downloaded by the Music co-ordinator and kept in an electronic file. Children explore composition using a variety of music technology websites.

Personal, social, and health education (PHSE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up 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 up self confidence and self-esteem. Participation in successful public musical performances is sometimes some of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Listening, creating or performing 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 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.

Teaching music to children with special needs

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children.

Assessment and Recording

Informal and formal judgements are made by the music teacher through observations during lessons. Each child has a music skill assessment and tracking sheet that is kept in the Music Coordinator's music file.

The Music Coordinator keep samples of children's work, which will demonstrate the expected level of achievement in music for each age group in the school.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store accessible to all staff.

The school choir/orchestra/Rock Bands/Ukulele Club/Music Theory

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir, ukulele club and orchestra which we encourage all children to join.

Year 5 and 6 have the opportunity to meet weekly to create a Rock or Pop band and rehearse. They will be given opportunities to perform as an ensemble.

All children across the school are also given the opportunity to attend Music Theory club to enhance their musicianship skills.