



William Law C E Primary School

'Music affords a kind of pleasure that
human beings cannot do without'

Confucius

Music Policy

Policy shared with staff on 24/09/2021 by intranet

Policy confirmed by the Headteacher of William Law CE Primary School on:

Date: 24th September 2021

Signature:

Policy to be reviewed in: September 2024

This policy is written in line with the Christian values and ethos of our school

“Clap your hands for joy, all peoples! Praise God with loud songs” Psalm 47 v1

1. Aims and Intent

At William Law School we acknowledge the important role music can actively play in the intellectual, social and personal development of every child. This provides the basis of our music provision where every child should have a sense of musical achievement through an access to quality music-making opportunities in a thorough, broad and high quality music education. We try to present exceptional [DES1], varied and challenging musical experiences in a positive manner, which encourages participation, creativity, self-confidence and fosters the children’s enjoyment of the subject. Music surrounds us in our ever-changing world and it is an essential ingredient in the spiritual dimension of our school. It is an important part of our daily worship and helps children to participate in religious events and brings the school and wider community together.

The intention of the music curriculum at William Law School is to provide a wide range of opportunities for learning which will include individual performance; participation in group and class performances: first-access experiences; teacher exposition; exploration; experimentation and the experiences of listening to a variety of high quality live and recorded music.

For those children wishing to further develop their musical knowledge and skills, we think it important for children to be given opportunities to learn to play instruments, to join an ensemble or orchestra, or/and sing in a choir.

We also aim to:

- Provide varied opportunities to create, explore, engage with, evaluate and perform music.
- Use their voices and develop their singing skills
- Develop the basic skills, vocabulary and concepts necessary to engage in musical activities
- Enable children to explore individually and develop their own musical potential
- Provide opportunities for children to move to and develop sensitivity and insight into how music can express ideas moods and feelings.
- Offer all children a regular opportunity to be involved in discriminatory listening and evaluate live or recorded music; making, notating, recording and performing music.
- Enable all children to enjoy and respond sensitively to sounds in different forms, but with particular reference to music.
- * Provide progressive opportunities to play instruments through our own first-access programmes
- Develop knowledge, and skills in, playing different musical instruments and sound sources.
- Develop an awareness of how music is produced using IT and use IT to capture, change and combine sounds
- Explore music through cross curricular themes
- Teach respect for and raise awareness and knowledge of notable composers and musicians, musical traditions of different cultures and styles associated with periods of time.

2. Implementation of teaching music

Music will be approached through:

- Time-tabled class music sessions with a specialist teacher, cross curricular music opportunities and instrument playing within classes.
- Reception lessons to encompass music and movement together.
- High quality live performances involving musicians of different cultures and orchestral ensembles visiting the school and children themselves performing
- Weekly differentiated departmental singing practices
- Listening and singing as part of collective worship
- Cross curricular themes and planning where appropriate
- All children participating in an annual class assembly. This includes performances of songs (some of which may be accompanied by classroom instruments or instrumentalists). The assemblies may also include opportunities for dance, drama, choral speaking and poetry,

musical compositions and art work related to the topic.

- Support and advice for less confident teachers, especially for class and year group performances, are offered by the school music coordinator.
- All children participate in a musical production/presentation each alternate year. (EYFS, Year 2, Year 4, Year 6). These productions include singing (part singing and solo opportunities where appropriate), instrument accompaniment and dramatic performances.
- **First Access** (providing access for all children to play a musical instrument, DfE, 2003). We provide a progressive pathway to foster enjoyment, self-achievement, interest and understanding of playing an instrument:-
 - Year 2** children are taught to play an ocarina for one term in weekly music lessons with the music specialist. This develops the breathing, embouchure and reading of notation.
 - Year 3 and Year 4** children are taught to play the recorder with the music specialist in weekly lessons for the whole academic year. This builds upon the ocarina experience in year 2 and extends the children with a larger range of notes, part playing and performance opportunities. Those children who are interested can further develop their acquired musical skills in a weekly recorder club or transfer their knowledge to a woodwind instrument (i.e. clarinet or saxophone which has the same fingering).
 - Year 4** (Summer term) have a term of playing clarinet followed by samba instruments with the music specialist (instruments are supplied by the Peterborough Music Hub). The weekly lessons further extend the children's experience playing 'real' instruments, building on rhythmic knowledge and previous recorder skills.
 - Year 5 and Year 6** children are taught to play the ukulele in weekly music lessons (one term). This extends their knowledge, performance and use of harmony.

These experiences provide opportunities for children to understand notation; engage and play a range of instruments which they may wish to pursue on an individual basis. The children also use these instruments for performances and in weekly class music lessons when appropriate.

- **Instrument lessons** William Law has a wide provision of instrument lessons for individuals who wish to pay. Strings (violin and 'cello), Brass (trombone, trumpet/cornet, horns, euphoniums), Ukulele, Guitar (electric and acoustic), Percussion, Piano and Woodwind (Flute, saxophone, clarinet). These lessons are provided by a team of peripatetic teachers who are all self-employed. The lessons are held within school hours and monitored by the Music Coordinator. An annual parents meeting in May provides an opportunity for parents to meet the peripatetic staff. During this meeting the music specialist seeks to encourage instrument playing by showcasing instruments and outlining terms and conditions for these lessons. Support is offered to children who receive pupil premium by paying for their music tuition. These lessons are assessed at the end of each term by the class teacher, music co-ordinator and peripatetic teacher to ensure progress is being made. Children are encouraged to play these instruments in ensembles, weekly class music lessons and performances when opportunities arise. The peripatetic staff are encouraged to have regular dialogue with parents and children. The school provides a practice diary to enable this. The children participate in external examinations (ABRSM, Trinity and Rock School) as appropriate for each individual child and instrument.
- Children have many opportunities to take part in extracurricular activities. This includes -
 - Weekly non-selective school choirs.
 - School orchestra (for KS2 instrumentalists who have been playing for more than a year or recommended by the peripatetic teacher)
 - Recorder group. A weekly, non-selective ensemble for children from Y4 – 6 (Y3 invited to join in the Summer term).
 - Peripatetic ensembles held weekly and run by the music staff. Children are recommended to join these by their teacher (Brass group, Strings ensemble, Percussion group, Woodwind ensemble, Guitar group)

Learning to play an instrument or sing in the choir often involves children in concerts and engagements in and outside of school, for a wide variety of audiences. This includes participation in church festivals and celebrations, visits to local sheltered accommodation venues, termly music evening performances, combined concerts with other school and adult choirs, our local secondary schools, and whole school assemblies.

3. Classroom Music

It is important that music is taught in a regular and planned manner, with a variety of experiences and teaching. This ensures progression and the development of skills, knowledge and experiences through each Key Stage.

At William Law classroom music is taught weekly by a specialist teacher from EYFS to Year 6. The planning of music lessons are based around the whole school cross curricular approach where appropriate. The planning incorporates and further extends the DfE National Curriculum in England (2014) and the programmes of study which outline the minimum requirements. It also acknowledges and uses ideas from the guidance in the non-statutory document Model Music Curriculum (DfE, 2021) to ensure a universal provision of musical education. The planning of weekly classroom music has a clear progression of skills and uses the Music Express Scheme for primary class teachers (A & C Black - both editions), IT Music, listening focus books and Ocarina topics written by the music coordinator, Charanga, Recorder Magic and Ukulele Magic. The music schemes provide strong support and high quality, engaging and resources but also allows the specialist to adapt and amend the learning to accommodate each individual, class and topic when possible. Classroom music planning from EYFS to Y6, shows progression of skills and experiences, acknowledging individual needs and specific targets, skills and knowledge for each terms unit of work.

Each lesson identifies: -

- * Clear progression engaging, practical activities within a basic lesson plan
- * Musical elements to be addressed
- * Specific objectives
- * Key vocabulary
- * Background information and teaching tips
- * Differentiation by task and by outcome, for able and less able children (Extension or scaffolding learning)
- * Assessment opportunities

The whole programme of musical education at William Law School focuses on practical music making for all, through singing, performing and associated listening, appraising and compositional tasks. To ensure a broad, high quality and progressive listening diet, a listening programme for KS2 and KS1 has been created by the music specialist. The listening materials are selected from a wide range of high quality music encompassing many cultures and historical periods. The published schemes provide interactive whiteboard opportunities and use of keyboards/ iPads. It also enables Music to be taught throughout the school in a consistent and progressive programme throughout the Key Stage building upon and extending skills and understanding.

At William Law the broad and balanced musical curriculum fulfils the requirements of the music National Curriculum of England, of Wales and of Northern Ireland and the Guidelines for Scotland (2014).

William Law has its own skills progression document for music to provide clear steps in learning which are used in turn for short term lesson learning objectives and success criteria in planning.

4. Resources

The music specialist has a hard copy of each resource used in the curriculum map.

As a Platinum Sing Up school, we also subscribe to the Sing Up website which provides access to a huge variety of songs, warm ups, teacher support, CPD and Singing news.

William Law has strong links with Peterborough Music Hub who offer advice, support, resources and events for music in schools through partnership with the Peterborough Music Hub, William Law has membership and access to the online resources in Charanga.

William Law is a member of the national Music Mark association in recognition of a commitment to providing high quality music education. Music Mark provides on-line resources and information concerning current music practice.

The Practice Room and the Activity Hall provides space for music making and contains a wide selection of instruments.

Primarily the Practice Room is used for peripatetic lessons. It houses a large keyboard, set of classroom keyboards, samba kit (Peterborough Hub), djembe drum set, piano, and steel pans. William Law also has a small selection of guitars, violins, cellos, brass and woodwind instruments which can be used by pupil premium or early starters.

All music lessons for Reception, Key Stage 1 and Key Stage 2 use the Activity Hall.

The Activity Hall contains a wide range and large quantity of accessible hand held pitched and unpitched instruments. There is also a variety of world musical instruments, Boomwhackers, 'Stomp' equipment and a range of sound effect sources. There is a sound system, a piano and a substantial collection of printed and recorded music for singing and ensembles.

The main hall where performances are regularly held has a grand piano, sound system and drum kit.

Each Year group has a portable box of musical instruments for use in their own classrooms and for additional musical activities and performances. The box contains a selection of basic non-pitched percussion instruments and a set of chime bars.

The Peterborough Music Hub have loaned a samba set and the school clarinets for the Year 4 cohort. The school uses these for first access in Year 4 Summer term.

Ipads are used for music lessons and these are available in each key stage department. Appropriate Apps are available on these Ipads to use in music lessons.

Early Years have a set of age appropriate instruments both in and outside the classroom. These instruments are rotated each term to encompass skill progression and topics. This includes a world instrument stand inside each classroom, large scale outdoor pitched instruments and stands which can incorporate instruments, sounds makers - e.g. kitchen sounds, 'Stomp' set, boomwhackers, IT recorders and glockenspiels.

5. Equal opportunities

The music teacher and class teachers ensure that all children regardless of race, gender or ability have fair and equal access to all musical resources.

All children in Year 2 use an ocarina as part of the first access lessons. Year 3 and 4 are taught to play the recorder. Children have the opportunity to purchase this with all Pupil Premium children supported financially. All children in Year 4 have a clarinet on loan for the Summer term for First Access development. Year 5 and 6 all use the school ukuleles.

All children are offered the opportunity to learn individual instrument lessons with Pupil Premium children supported financially. An annual meeting in May gives all parents the opportunity to meet the peripatetic staff and discuss instrument lessons. Children all have the opportunity to have a non-charged 'taster' lesson to ensure the instrument is appropriate for them.

All children in Key stage 2 are able to join the school choir and recorder groups.

Children with Special Educational Needs are encouraged to express themselves through music. Instruments are adapted to enable physical barriers to be removed to allow all to participate fully in musical tasks.

Hearing impaired children will be catered for according to their needs.

Visually impaired children will be catered for according to their sight e.g. large print for lyrics and xylophone labels.

Instruments and sound sources, which are easy to manipulate and appeal to our senses, are used as appropriate with individual children in class music lessons and additional musical experiences can be provided by their support staff in the Sensory area.

Within the musical resources there are instruments which children who have limited co-ordination can use to encourage control.

Ear defenders are also available for children with sensory needs

Children with above average musical ability are challenged in weekly music activities. For example by using open ended questioning, encouraging further exploration of instruments, improving quality of performances and extending compositional tasks. Children who are able to play instruments are encouraged to use these, when appropriate, in their class lessons. All children are encouraged to reach their full potential by taking part in the appropriate extra-curricular activities provided by both school and outside agencies. This includes playing in a 'band' to accompany assemblies. If the school recognises a child with natural musical ability parents are informed and it is hoped that the child will then begin to learn a suitable instrument. Musical pathways and opportunities within the locality are also encouraged e.g. Peterborough Music Hub ensembles and Peterborough Centre for Young Musicians.

Music for listening and singing reflects our multicultural society and we aim to embrace the richness of diverse and different sounds from around the world.

Musical instruments from around the world are available in each EYFS classroom.

A large collection of world instruments are used within music lessons.

6. Assessing, Recording and Reporting

Assessing and Recording

The music specialist makes use of on-going assessment throughout the year to record the progress of individuals during each lesson, at the beginning, during and end of each topic.

The assessment focus is taken from the medium term planning and skills progression. These assessments inform planning each week. Observations and informal assessments provide information for termly data which is added to the school assessment system. This in turn informs the teacher to monitor progression and support/extend children accordingly in weekly lessons.

Children's written work including reflections are kept in individual folders.

Audio and video recordings of performances are made as appropriate in music lessons; before and after sessions which show progression. All are stored on the school drive, and are also shared with class teachers.

The specialist music teacher keeps records of the individual children's progress in the assessment file. Any important details are passed onto the next teacher as the children move up the school. Secondary Schools are informed about children with particular musical ability.

Reporting

Parents receive a written report in the summer term, detailing their child's progress and attitude towards class music. This is written by the specialist music teacher.

Children who learn to play an instrument with peripatetic teachers receive a report in the summer term, from their teacher.

7. Safety & Care

- the correct handling of instruments will be taught
- there must be avoidance of excessive noise levels
- children will not use items or instruments to make sound that require mouth contact unless they belong to the child using them
- any instrument (e.g. ocarina) which is used is disinfected thoroughly before passing on to another child
- all mains electrical equipment is checked annually and teachers receive training and information about their use

8. Impact of music

- Children are engaged in musical activities
- Children sing with gusto and are proud of the musical achievements.
- William Law school is recognised by the national Music Mark organisation as a school delivering high quality music education.
- Pupil progress can be seen through the number of pupils achieving success in external instrumental examinations e.g. ABRSM, Trinity, Rockscool) and participating in local choirs, Hub ensembles and theatre groups.
- The music lead is a SLE and as a result the school is frequented by student teacher training, Peterborough Music Hub, termly meetings for other teachers and observations from local schools.

9. Preparation of current Policy - Review Date

This policy was updated by the Music Co-ordinator, Rachel Moorhouse and may be reviewed at any time but no later than **Autumn Term 2024**