



*Through wisdom, compassion and endurance, we endeavour to make the best decisions possible  
for our children*

## **MUSIC POLICY**

Whaddon Church of England first school, Whaddon, Milton Keynes, MK17 0LS

Head: Mrs Selina Davies B Ed (hons)

T 01908 501719 E [office@whaddon.bucks.sch.uk](mailto:office@whaddon.bucks.sch.uk)

[whaddon.eschools.co.uk](http://whaddon.eschools.co.uk)

## Whaddon School Music Policy

***“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity and human involvement. The future of our nation depends on providing our children with a complete education that includes music.”***

***President Gerald Ford***

### **Rationale**

All Maintained schools have obligations under section 78 of the Education Act 2002 which requires schools, as part of a broad and balanced curriculum, to promote the spiritual, moral, social and cultural (SMSC) development of pupils at the school. Through ensuring pupils' SMSC development, the school will also be actively promoting fundamental British Values, which were defined by the Government in its Prevent Strategy of 2011. These values have been recently reinforced by the Department for Education in 2014, stating the need 'to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.'

The Music curriculum naturally partners SMSC; they are inextricably linked.

- Through engaging with musical traditions from a range of religions, faiths and cultures, children are led to appreciate a wide range of approaches to spiritual development and develop respect and tolerance for other cultures and religions.
- Music encourages children to work together and in so doing they develop their abilities to understand and appreciate the viewpoints of others.
- They begin to understand and develop for themselves, mutual respect and tolerance. Improved self-esteem is often a bi-product of the sharing, appreciation and acceptance of the musical contributions of others.
- Through exploring the integral role music plays in all cultures, children will have opportunities to both develop their understanding, respect and tolerance *and* celebrate the musical richness and diversity which is reflected by the different communities which populate the country and the world in which they live.

### **Intrinsically, Music...**

- is a powerful, unique form of communication that can change the way people feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development.
- is an integral part of most world cultures, past and present.
- encourages active involvement and demands response. It promotes a sense of common identity and togetherness. It allows for individual creativity, sensitivity and fulfilment.

### **Aims**

Through the teaching of music at Whaddon School we aim to:

- Develop listening skills, aural discrimination, sequencing and memory
- Enable children to appreciate a wide range of music from different cultures and times.
- Develop a life-long love and enjoyment of music.

- Develop self-discipline and perseverance.
- Provide opportunities for performance thereby developing the ability to control sound through singing, tapping rhythms and playing musical instruments.
- Provide opportunities for composition; enabling children to create and develop their musical ideas.
- Provide opportunities for appraisal and in so doing encouraging different responses to music.
- Develop a spirit of working co-operatively.

## **Music Curriculum Planning**

### **Early Years Foundation Stage (EYFS)**

In the Reception class, musical instruments are always available to be explored and every opportunity is taken to develop children's listening skills in this area. This relates to the Early Learning Goals, which underpin EYFS curriculum planning. Music enhances much of the EYFS contributing greatly to a child's personal and social development; counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. In addition, the Reception class joins with the rest of the school for times of whole school singing and Collective Worship where singing and music often play a significant part.

### **Key Stage 1**

The National Curriculum for Music at Key Stage One requires that pupils should be taught to:

- use their voices expressively and creatively
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

### **Key Stage 2**

The National Curriculum for Music at Key Stage One requires that pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notation
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

For all children, the teaching of Music provides opportunities for children of all abilities to develop in their skills and knowledge. Every pupil will have access to stimulating and challenging music lessons with the appropriate resources and level of support. Planned progression means that children are increasingly challenged as they move through the school.

## **Teaching Strategies and Learning Styles**

At Whaddon School we use a range of activities, appropriately differentiated to encompass all learning needs and abilities, which involve and sometimes integrate the three key elements of **performing, composing and appraising** music. Most of our lessons are class lessons but within these, children have the opportunity to work in groups and/or individually as appropriate.

Singing is an important part of the music curriculum, as it involves the children in controlling sound, using their voices. They learn to sing songs expressively from memory and have regular opportunities to rehearse, and perform with others, to each other, parents, friends, as well as people from the wider local community.

Occasionally the Music Co-ordinator will organise a special week with a musical focus involving visits from instrumentalists and vocalists providing further stimulus for musical appraisal and encouragement for performance.

The music curriculum provides too for instrumental work using pitched and non-pitched percussion instruments. The children explore pitch, pace, rhythm, tone and dynamics in their performances. When appropriate they may attempt composition and will be shown how to create musical patterns and how to explore, select and organise musical ideas, recording them in a variety of ways, pictorially, or using a video camera.

## **Musical Resources**

There is a range of percussion instruments which are kept in the hall for use throughout the school. Instruments are retained in the Reception class for use as part of their continuous provision. The classroom laptops can play music from an MP3 player or ipod.

The school's CD collection offers a wide range of World Music and a cross section of Western classical and contemporary musical styles.

- **Tuned Instruments**

The school has a class set of Recorders and children have the opportunity to learn to read music and how to play the Recorder.

- **Peripatetic Musical Opportunities**

The school offers children the opportunity to take up an instrument. Lessons take place during curriculum time and are offered by a visiting teacher.

## **Assessment, Recording and Reporting**

Teachers assess in music by observing the children during their lessons. Sometimes a teaching assistant may be asked to observe a group or an individual to determine whether a specific skill has been grasped. Assessment of individuals is essential to aid planning and ensure progression. Consequently, this is an ongoing process throughout the year but is carried out more particularly at the end of a unit of work.

Towards the end of each academic year teachers write comments on achievements and progress in music, in the Annual Report to Parents.

### **Cross Curricular Links and Opportunities**

At Whaddon School, music is taught as a subject in its own right but is also linked with other subjects. Music has an important place in developing and enhancing other areas of the curriculum. For example

- In Literacy, to develop aural skills, patterning, rhythm and rhyme, auditory memory and listening skills. Music can bring poetry and literature to life when sound effects are added.
- In Numeracy, when thinking about pattern recognition and counting beats.
- In History and Geography, when considering music and instruments from other times and in other countries.
- In ICT, when using Computer Software programmes like 'Musical Leaps and Bounds' and using digital cameras, video cameras and other technical equipment to record or reproduce music.
- In Science, when studying patterns of sound and vibrations.
- In Art, when thinking about matching paintings to an appropriate piece of music or expressing music in a pictorial form.
- In PE, when using music or percussion instruments in dance and expressive movement
- In Design Technology when making musical instruments.

### **Inclusion**

The teaching of music is in line with our Inclusion Policy.

### **Equal Opportunities**

The teaching of music is in line with our Equal Opportunities Policy. Musical activities are planned to encourage full participation and enjoyment by all children irrespective of race and gender.

### **Special Educational Needs**

Music is wonderfully liberating for children with a variety of Special Educational Needs where physical, sensory or learning difficulties may not necessarily hamper their progress. Additional support can be provided to maximise benefit, where appropriate.

### **Evaluation**

This Music Policy will be reviewed regularly by the Music Co-ordinator in consultation with the head teacher.

**March 2017**