

WOOD FOLD PRIMARY SCHOOL

MUSIC POLICY

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Next review (date):	Ongoing to reflect practice

At Wood Fold Primary School, we aim to provide every child with high quality music experiences which engage children in and inspire personal expression and creativity. We provide children with opportunities to play, compose, improvise, discuss and explore a vast range of musical genres, using tuned and untuned instruments. Throughout school, our children will learn to play recorders, glockenspiels, ukuleles and orchestral string instruments, as well as exploring sound making with a range of untuned instruments. We aim for every child to leave Wood Fold primary school with a variety of musical skills and knowledge that can help them develop a personalised love for music.

Aims

1. To provide a safe and respectful environment in which children can learn to play, improvise and compose music as a means of self-expression.
2. To provide opportunities inside and outside of school that can inspire children to pursue Music further.
3. To ensure an Outstanding Music curriculum is being implanted across school.
4. To ensure that children make progress in music and are sufficiently challenged.
5. To develop musical performances that are meaningful and purposeful and link to our music curriculum.
6. To incorporate the uses of technology into Music lessons to enhance understanding of how manipulating sound can affect mood and feelings.
7. To provide a Music scheme of work which is engaging and progressive in both content and skills.

How is Music planned?

For KS1, the intent of our Music curriculum is detailed in pre-made lesson plans that are available from our two musical resource bases: Charanga and Music Express. Both platforms provide detailed lesson plans and a bank of resources, including audio and sheet music. Lesson plans are to be adapted by teachers to tailor to the needs of the class, including scaffolding for children with SEN/D and providing sufficient challenge to all pupils.

Charanga lesson plan resources usually partition each lesson into four main parts.

Listen and Appraise: Children listen to a piece of Music that strongly links to or contrasts their focus genre and are asked to discuss what they can hear, how it makes them feel and what their opinion of the song is.

Musical Activities: Children learn to find the ‘pulse’ to a given song, practise call and response skills and warm up their voices, progressively attempting to match pitch. Children learn to sing and play a focus song, using interactive sheet music, displayed on interactive boards within the classroom. Opportunities for improvisation in musical breaks and compositions using focus musical notes are encouraged.

Perform: Perform and share what has taken place in the lesson, including any improvisations or new compositions.

Music Express lesson plans provide multi-step guidance, accompanied by interactive resources, visual and auditory, to support teachers in teaching Music. Sequences can vary, depending on the unit, but usually give children the opportunity to: listen, experiment, practise and then perform. Music Express encourages children to use a range of untuned musical instruments, including voice, to express themselves related to a given theme.

The Charanga and Music Express platforms ensure that National Curriculum content in Music is specifically selected and taught in an engaging, age-appropriate ways. This allows pupils to reflect on previous skills, understanding and knowledge which will encourage them to make links between different music genres, effects and instruments.

In KS2, children are taught by professional from the Wigan Music Service. The Wigan Music Service provide and use their own medium-term planning and have shared an overview of their teaching for each year group for the year. Wigan Music Service curriculum team will deliver a discrete, sequenced and progressive scheme of work which is underpinned by a clear progression framework. The scheme has been carefully designed to incrementally build pupils’ technical, constructive and expressive knowledge of music through the key skills of singing, listening, composing and performing as detailed in the National Curriculum .

The scheme reflects the recommendations of the Model Music Curriculum (DFE 2021), Ofsted’s Subject Review: Music (July 2021) and the revised National Plan for Music Education – ‘The Power of Music to Change Lives’ (2022)

The scheme draws upon a range of current teaching and learning resources including Naxos Music Box, Charanga, BBC Ten Pieces, Sing Up, Out of the Ark and Music Express and focuses on providing regular, incremental opportunities for pupils to develop as musicians over time. Key vocabulary is linked to each unit of work so that over time, children develop their ability to understand musical terminology and describe music ‘musically’. Assessment objectives are focused on ‘musical’ specific skills and knowledge and are linked closely to the programmes of study in the NC.

Our Music curriculum is progressive; In KS1, children explore a range of musical genres, including nursery rhymes and rap which allows them to use their voices expressively and creatively by singing songs and speaking chants. Children in KS1 begin to listen to and appraise different forms of live and recorded Music. There is opportunity in each lesson for KS1 children to explore and play tuned and untuned instruments, experimenting with sounds using inter-related dimensions of Music. In KS2, children can use that, that they have learnt

from the Charanga and Music Express and are given further understandings of how to use interrelated dimensions of Music to extend skills and knowledge to age related expectations and beyond.

Using the lesson plans and resources provided from Charanga, Musical Express and those by the Wigan Music Service, the teachers in each year group can ensure that National Curriculum content is delivered effectively and creatively.

Implementation

The Music curriculum at Wood Fold embeds musical skills, knowledge and creativity. Teachers have the resources and expertise necessary to support all pupils in learning to play, improvise and compose with tuned and untuned instruments.

At Wood Fold, we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Throughout KS1 and 2 pupils experience music drawn from different cultures, times and traditions, enabling them to develop an understanding of the history and provenance of musical styles and genres. Learning in music is supported by key vocabulary which is linked to each unit of work and a whole-school 'vocabulary wheel' which promotes key terminology for each phase of learning across KS1, LKS2 and UKS2. Each lesson includes opportunities for aural and technical development through integrated activities of singing, listening, composing and performing.

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Singing, listening, composing, playing and performing are bedrocks of the scheme and are embedded into each unit of work in an integrated way. Instrumental learning is revisited overtime (eg Ukulele and recorder units) to enable pupils to develop technically and move to the next level of competence. (deeper learning/greater depth). Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and untuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace.

With the use of Music books, children are progressively taught different ways to represent sounds graphically and symbolically. By Year 3, children begin to use dot notation representing notes accurately on stave lines. By Year 6, children will use staff notation within their compositions.

Teaching in Key Stage 1 Music is guided by resources from Charanga and Music Express, but also requires teachers to model core components of Music, such as; 'finding the pulse'/ keeping at the appropriate tempo and creating different effects by using dynamics. Teachers are required to be an active participant in learning to play the song and promoting the enjoyment of exploring self-expression through improvising and composing.

Teaching in Key Stage 2 Music children will also learn to use a range of tuned and untuned instruments. From this, they will be given the chance to practise, improve, compose and

perform songs from a variety of genres. Performing is not a singular event, but integrated into the culture of the classroom as regular informal sharing opportunities. The Wider Opportunities staff will continue to teach the children the Orchestral String instruments and build up their knowledge, skills and confidence in order for them to perform to their parents at the end of the year. The year groups that receive teaching of Orchestral Strings by the Wider Opportunities staff will also be exposed to curriculum teaching also to underpin their understanding of Music as a subject.

Teachers use ongoing assessment opportunities, specialised to the Charanga, Music Express and Wigan Music Service units, to inform how lesson plans are to be adapted for the next lesson. This includes ensuring that all children, particularly those who attend extra-curricular Music Lessons, are challenged and that specified support is in place for those who need it. Teachers can use recorded evidence to assess children's individual and group success and create a learning focus for the next lesson.

Impact

“A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.” National Curriculum in England 2013.

Music teaching and learning is not intended to be linear. The strands of musical learning are part of a learning spiral across the key stages. Over time, children will develop new musical skills and concepts and re-visit those already established. Repeating a musical skill enables children to make progress as skill levels shift within the spiral of learning and consequently achieve mastery. Across each key stage children should develop and apply listening skills, knowledge and understanding through practical, creative activities that incorporate performing, composing, listening and appraising. They should experience a wide range of music from different historical periods, genres, styles and traditions, both live and recorded. There should be opportunities for them to capture and manipulate musical sounds using appropriate music technology and to develop an understanding of how music is created, produced and communicated.

We want children to think, play and act/ behave as musicians.

At Wood Fold, all children are given equal opportunities to achieve in Music through learning to play existing songs and exploring self-expression through composing and improvising. The impact of our curriculum is measured by how well children can discuss and appreciate Music, learn to play and perform different genres of Music and confidently compose musically appropriate bars.

Throughout their time at Wood Fold, children will be exposed to a wide variety of musical styles, explore how sounds are made and how music is produced by a variety of instruments. The development of their imagination, creativity and understanding of pulse, rhythm and inter-related dimensions of Music will allow them to develop the skills of composition, improvisation, performance and appreciation. In enjoying a well-balanced and opportunity rich curriculum, children develop positive attitudes and to experience success and satisfaction in music.

In Key Stage 2, children who are taught by the Wider Opportunity staff can be identified as gifted by the professionals and invited to join the Wigan Youth Orchestra.