

# Wrenthorpe Academy

## Music Policy



### Introduction

Music is a universal language that embodies one of the highest forms of creativity. 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

At Wrenthorpe Academy children learn to:

- perform, listen to, review 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 appropriately 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Music in Reception

In Early Years, Music falls into the category of 'Expressive Arts and Design'. The Early Learning Goals relating to this area of the Early Years curriculum are:

- Exploring and using media and materials - children sing songs, make music and dance. Children always have access to a range of tuned and un-tuned instruments in the outdoor provision area and are able to experiment with the sounds they create and ways of changing them.
- Being imaginative - children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They learn to represent their own ideas, thoughts and feelings.

The topics in Reception are planned to encompass multiple areas of learning and to give children a rich and varied experience.

### Music in Key Stage 1

Children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- create and interpret Graphic Score. Children are also introduced to formal notation but are only expected to recognise simple aspects of this in Year 2.

### Music in Key Stage 2

Children are 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 inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.
- create Graphic Score, linked to their own compositions.

In Key Stage 2, children are introduced to formal notation, initially on a recognition basis, moving on to reading rhythms by the end of Year 3, writing basic rhythms in Year 4 and creating their own rhythms using staff notation in Years 5 and 6.

We use a wide range of resources to make Music enjoyable and relevant to the children. We have in place a scheme of work for Music which provides children with numerous opportunities for composition and performance. It aims to develop a wide range of skills: listening, rhythm, group work and collaboration, creativity, performance and confidence, among others. It also provides links to other areas of the curriculum - Writing, Maths and Art in particular.

Children are given the opportunity to use a wide range of instruments in their Music lessons, such as: Boomwhackers, desk bells, broom handles, tuned and un-tuned percussion instruments and voices. In addition, we also have a full class set of descant recorders and ocarinas, plus a set of Samba instruments for an ensemble of 30 children.

### **Approaches to Learning**

At Wrenthorpe Academy, Music is taught through stand-alone activities which can be spread out across the year. Each of the activities covers a different set of skills and is paired with an appropriate starter activity, which links to the skills being covered and prepares the children for the main part of the lesson. The main aim of all Music teaching is to create an enjoyable learning experience for all children. Singing lies at the heart of good music teaching therefore our teaching aims to develop children's ability to sing in tune with other people and we have an assembly devoted to singing each week. During this assembly, children are also taught other musical skills, such as rhythm, recognising notation, singing rounds etc. Within the scheme of work for Music, children are taught disciplined skills such as recognising pulse and pitch, how to work with others to make music, how to compose their own music and how to use different forms of musical notation. Children are also given the opportunity to: perform as a group; perform alongside backing tracks; record their performances using iPads; and in years 5 and 6, to use iPads to compose their own songs. Children in Year 4 take part in Wider Opportunities sessions for Music, during which a specialist Music teacher visits school and delivers an African Drumming lesson once per week. Alongside this, children in the Year 3 class have whole-class recorder lessons while those in Year 2 have whole-class Ocarina lessons, which develop their listening and performance skills, as well as introducing children to simple staff notation.

### **Equal Opportunities**

At Wrenthorpe Academy we recognise that there are children of widely different 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

- encouraging and advising more musically able children on how to make their task more challenging (outlined in the Scheme of Work)
- using teaching assistants when possible, to support the work of individuals or groups of children

## **Planning**

All teachers have been provided with a fully planned and resourced Scheme of Work for teaching Music. Every year group has 6 activities which can be taught throughout the course of the year. Each lesson covers a different set of skills and is planned in detail so that teachers will have confidence in delivering their set of lessons. Each lesson has its own Learning Objective, information on which skills are covered, what equipment is needed in order to deliver the lesson, as well as a fully planned starter activity and a main activity, usually broken down into whole-class and group activities. Each lesson also has an expected outcome, which is usually something 'on paper' so that evidence can be gathered of Music teaching across school.

## **Links with other subjects**

### **English**

Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music can also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Children also use their English skills to create their own raps and rhythmic songs.

### **Mathematics**

Music contributes to the teaching of mathematics 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. In Reception in particular, children regularly sing counting songs as well as other songs for the different areas of their curriculum.

As staff notation forms a key part of the KS2 Music curriculum, the link to Mathematics is even stronger because fractions can be used when teaching the different types of notes and their durations, which has been planned into the Scheme of Work.

### **Computing**

Computing is used in music through using iPads to record performances and in Years 5 and 6, where children are given the opportunity to create their own song using the app, 'Garage Band'.

### **Personal, Social and Health Education (PSHE) 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 self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Music also enables children to explore their feelings more freely.

The extra-curricular Music groups in school (Samba Band, Choir, Ukulele Club and Gifted & Talented Choir) contribute to children's wellbeing and happiness, as they enjoy being there and have a real sense of belonging to a group.