



Welholme
Academy

Music Policy

Definition

Music is all around us. Music is a group of sounds that connect us through people and places. All cultures of the world make some form of music. Music can be simple like tapping a drum or singing a song.

Date produced – April 2022

Intent

Purpose of Study

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

Music teaching at Welholme Academy aims to ensure that all pupils know and understand the objectives that are set out in The Music National Curriculum and EYS Early Learning Goals. Music is an excellent vehicle for getting to know children in a multi-faceted way and for enabling our children to work together, reinforcing our sense of community.

Music contributes to many skills including: Listening, recall, translating sounds into symbols and symbols into sounds and using their voice with confidence. Music can also help to develop self-confidence, aesthetic awareness and physical co-ordination.

Music is an outstanding medium for communication, which transcends different cultures, abilities and generations.

At Welholme Academy, we aim to develop a love of music and make the learning an enjoyable experience for all. We encourage all children to take part in lessons that cover the aims of The National Curriculum and EYS Early Learning Goals:

EYS

- Join in with songs and Nursery rhymes and poems with actions
- Explore sound makers/instruments with increasing control
- Listen with increased attention
- Express thoughts and feelings about what they hear
- Remember and sing entire songs
- Sing the pitch of a tone or melodic shape of a song
- Create own song or improvise one heard
- Sing in a group or on own
- Move in time to a piece of music

Key Stage One

- use their voices expressively and creatively
- play tuned and untuned instruments musically
- listen with concentration and understanding
- experiment with, create, select and combine sounds

Key Stage Two

- 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

- 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.

Implementation

Organisation

A theme based approach to learning is promoted at Welholme. The whole school follow the same overarching theme each half term. For each theme, each year group has their own focus which links in to the overarching theme. Year groups use their theme work to answer an enquiry question. Each theme has a foundation subject focus which changes each half term. Music lessons maybe linked to the current topic being taught or are stand alone, discreet lessons. Each year group is taught a weekly music lesson, Music lessons are taught by music specialist teachers or class teachers. Each week pupils will sing, listen to different music genres, learn to play untuned and tuned musical instruments, be taught EYS Music Learning Goals or National Curriculum music skills, taking part in performances in school to show other children and parents or online with other schools. Children can visit an outside venue to perform alongside other schools or to the local community through our links with our local area.

Resources

At Welholme Academy, we understand the importance of first-hand experiences for our children and learning through using instruments and being able to perform are encouraged where possible.

SEND

All children at Welholme Academy will access quality first music teaching and are taught age appropriate objectives which are set out in the subject overview document. To enable all children to achieve their potential in music, support is used appropriately.

All children at Welholme Academy have access to quality first teaching in all areas of the curriculum which enables them to take part in a broad and balanced curriculum.

Teachers have high expectations of all children. Inclusive and high-quality teaching is delivered to the whole class in music with bespoke support and interventions carefully planned for groups or individuals where needed.

In order to develop knowledge and skills in music some children may need extra intervention or provision. Interventions, additional support, resources and scaffolds are put in place to ensure the children reach their goals and learn in the best possible environment and any barriers to music are minimised.

Support in music can be in the form of one to one adult support or small group but the needs of the child and how they learn best are always considered first and foremost. Working closely with peers in mixed ability groups enables the children to work inclusively and to support each other. Parallel to this we believe firmly that a child should develop independence skills in music as soon as possible. Opportunities are provided to enable this and any support given to a child / children will be short term and reviewed regularly.

Impact

Assessment

Formative assessment is carried out constantly, within music lessons, through questioning and discussion to check children's understanding of musical language, linking to basic skills and previously taught skills to promote a high standard across the music curriculum. Discussion with children links to factual knowledge such as correct use of music vocabulary to ensure accuracy in use and understanding. Children are quizzed in lessons to identify if they retain knowledge. This also enables children to assess their own learning and identify targets for their future work. In turn, this supports the music teachers and class teachers in providing feedback for children's work.

Summative assessment is carried out yearly to indicate if a child is working towards, at or above age-related expectations. Children are assessed against the relevant National Curriculum statements for music which are listed in the subject overview document.

Safeguarding & Child Protection

Miss Glasby is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Looked After Children. Mr Chamberlain is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Welholme Academy's Child Protection Policy on our school website www.welholmeacademy.com or speak to one of the Pastoral Team.

Equalities

At Welholme Academy we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff and the community it serves. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation and social circumstances.

Monitoring and Evaluation

Music is monitored using an annual cycle of planning, teaching, assessing, talking to children about their lessons and what they have learned and with the adults that teach music and assessing the children through their performance after they have been taught musical skills through learning an instrument or a new song. Celebrating a music lesson with parents on Twitter or our school website where photos, a video of a lesson or a performance are posted. Parents are invited into school to watch the children perform. Following this, feedback is given to all teachers; class teachers and the music specialist teachers so that good practise can be shared across school. Questions are posed to highlight areas for development and if necessary changes to practise are made. This is constantly reviewed in lessons and future enquiries. Any findings and suggestions are shared with the Senior Leadership Team with the aim of improving teaching and learning in music throughout the school, and the Music Subject Lead will work in conjunction with year groups and the music specialist teachers to ensure areas for development are highlighted and acted upon.

Produced by: Louise Sawden

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