



# Westbrook Old Hall Primary School

## MUSIC POLICY - Spring 2022

## SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

**We believe** that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

**We believe** that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

**We believe** that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat.

### Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focussed on being excellent in all they do
- Are expected always to do their best

## SCHOOL AIMS

Our **children** matter, as does their **achievement** and so too does their **future**.

### **Because our children matter, we will work to:**

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding – taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

### **Because our children's achievement matters, we will work to:**

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

### **Because our children's futures matter, we will work to:**

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focussed attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

## EQUALITY STATEMENT

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians, and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

John Oates, AST

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **BRITISH VALUES**

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we regularly reinforce the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

## Music POLICY

Music embodies one of the highest forms of creativity and belongs to everybody.

It is an extremely powerful means of communication, playing a role in many of our social and religious institutions. Making music can help break down cultural barriers and strengthen social unity. Making music can also play an important part in improving our wellbeing.

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. Some children may go on to become professional musicians, but this is not the principal purpose. Music is a skill based, practical activity. **At Westbrook Old Hall Primary the children engage musically and learn in and through music.**

**Music is important in its own right – Music for Music's Sake.**

It should also be noted that music provides opportunity to develop skills in.

- **communication** by presenting to different audiences and discussing ideas with others
- **application of number** through recognising pattern, sequence and rhythmic relationships
- **IT**, through using ICT to compose and perform.
- **Working with others**
- **Improving own learning and performance** through appraisal, time management and independent working
- **Problem solving**, through achieving intentions when composing and presenting performances to different audiences

### Recovery Curriculum

*From March 2020 until July 2021 the children were prevented from taking part in active music making and composing as experienced previous to the pandemic. This has had a dramatic impact upon standards.*

*The focus of the recovery curriculum is to enhance practical music making opportunities through the development of musicianship and ICT composing activities. The children access these activities on a fortnightly cycle.*

## 1. THE PURPOSE OF THIS POLICY

**By the end of Y6 we want the children of Westbrook Old Hall Primary to be able to:**

- 1) sing in 2 parts,**
- 2) show musicianship through their ability to work within a group context,**
- 3) make use of notation whilst engaging musically and**
- 4) develop their ability to compose through the use of music technology.**

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

## 2. IN PRACTICE

Music within WOHP falls into three key areas:

**Classroom Music** – musicianship – to develop the sense of pitch, pulse and rhythm by working within an ensemble, to develop simple technical ability when playing a selection of classroom percussion, keyboards & ukuleles, to sing songs of increasing complexity. To use ICT to compose music with a sense of structure, developing texture and exploring timbre.

**Instrumental/Vocal Music** – whole class ukulele (Y6), after school groups (KS2 Choir & Orchestra) and peripatetic music provision involving the tuition of guitar/keyboard/drums/ukulele/flute/clarinet & violin. To help pupils learn how to play an instrument or sing to a higher standard.

**Musical Events & Opportunities** – to help pupils learn about the joy and power of musical engagement and performance – trips to watch orchestras, participation in concerts/ competitions and performances by musicians in school. (Pre pandemic expectation)

### Classroom Music

Within Westbrook Old Hall Primary, the children receive a weekly music lesson from the Advanced Skills Teacher for Primary Music. Within these lessons a key focus song is introduced and used to highlight how the **elements of music** are used to create contrast and how sound **patterns** are woven together. The children are split into two groups and half are engaged in active musicianship whilst the other half access ICT to develop composition skills. The voice is used as an instrument. As the children progress through the school the songs increase in complexity and resources become more complex. The aim is to develop the child's inner ear and provide for creative outlet.

The children learn and access the **'sol-fa' system of relative pitch** by singing the syllables – Do Re Me Fa So La Ti Do – they also learn the hand signs as a visual aid for pitch. Rhythmic patterns are adapted from the songs and used to form ostinato patterns.

During the delivery of the music lessons ICT is used as a modelling tool enabling the children to observe notation projected onto the whiteboard via the Music4Kids App, Symphony Pro App or the Garage Band App. The children are directed to observe changes in the use of the elements of music.

Every two weeks the children access the iPads to explore composition using one of the above mentioned Apps.

### Specific Notation Knowledge – (From April 2022)

Year 3	The staff, treble clef, to know the position of notes on the staff relate to pitch.
Year 4	Note names on the staff
Year 5	Learning duration, value and time names of notes
Year 6	Ukulele tablature and chord symbols

### Assemblies

Each week both KS1 & KS2 receive a **singing assembly** when they prepare songs for the **Celebration Assembly**. During the KS2 assembly the children watch a chosen video showing the music of a past composer to help develop their concept of the history of music. The music is taken from a varied musical canon and includes classical, world and popular music. This selection is a 'Movable Feast' and can reflect events happening in the world.

Both assemblies, along with the classroom music lessons, allow the children to develop.

- **Spiritually** by taking them out of the commonplace and helping them to use music to express and reflect upon their own thoughts and feelings.
- **Moral** development through the singing of songs related to choices in their personal life (Celebration Assembly songs) and creative life.
- **Socially** through allowing for the sharing of their music, working within a group and appreciating and supporting the role of others.
- **Culturally** by performing, reflecting upon, and evaluating the music of contrasting traditions.

### Instrumental Music

**Peripatetic instrumental tuition** is offered on guitar, ukulele, flute, clarinet, violin, keyboard, and drums. These instrumental lessons take place in a variety of rooms around the school and at different times. The lesson times are displayed within classrooms and operate on a Week A & Week B system where the time of the lesson in A is different from that in B. These lessons are open to all and funded through the Pupil Premium when required.

**Whole class instrumental tuition** is provided in Y6 through the teaching of ukulele. The children are taught how to read chord charts and melodies via tablature for the whole of Y6. Once the children have the ability to perform chord progressions and play simple melodies, they are given creative tasks related to their classroom topics. This provision ensures that all children have accessed a musical instrument before moving on to their high schools. This provision is delivered by the music leader.

### Listening

**During the pandemic (March 2020 – July 2021) the children listened to a lot of music as practical activity was prevented – the current 'recovery' focus is on engagement in music and listening as part of active musicianship and compositional decision making.**

In Reception & KS1 the children will be exposed to the sound of the voice and classroom and common musical instruments. They will listen to music from different cultures and times as part of their classroom music lesson.

In KS2 the children will be exposed to the music of famous composers from throughout history. The children will access this listening during the KS2 singing assembly when videos will be played for the children to watch and listen. The children will be told basic facts about the composers. The music is taken from a varied musical canon and includes classical, world and popular music. Musical choices can relate to current day events or classroom topics.

Listening examples have been selected from the Model Music Curriculum and added to the planning document (July 2021)

### 3. TEACHING AND LEARNING

#### Early Learning Goals – Reception

Being Imaginative and Expressive

- 1) Sing a range of well-known songs
- 2) Perform songs and move in time with the music

The children will experience:

**Communication and language** – Songs with rhyme, words displayed when appropriate, improvising new words and listening skills enhanced through questioning.

**Physical Development** – Action songs requiring coordination

**Personal, social, and emotional development** – turn taking, sitting quietly, putting hands up and describing feelings about music

**Mathematics** – use of songs with number

**Understanding the world** – songs and rhymes linked with nature and the seasons

**Expressive arts and design** – making up their own song or sound pattern.

Musical Activities delivered in Reception/Early Years.

Coverage of ELG within Foundation Stage

1. Singing Skills – the children will learn how to differentiate between high and low sounds, they will learn a large selection of songs throughout the year to encourage a sense of pitch, these include action songs and call and response songs. Some of these songs are repeated throughout the school year so that the children might internalise them – this has been shown to support the development of singing in young children. Songs contain much musical knowledge, and this will form the building blocks for future composition and



musicianship. The children are also encouraged to improvise melody to given short phrases based upon their topics. Pitch is also explored via apps found upon the iPad - Music4Kids

2. Playing skills – the children are encouraged to improvise and experiment with their voices and instruments. Simple phrases are sung, and rhythms tapped out. The children will explore musicianship and work as part of an ensemble. Exploration of different sound colours is encouraged as well as ways to create contrast such as fast/slow, long/short.
3. Composing skills – The children will access ICT Apps using iPads and with these find new sounds and compose simple repeated patterns. Creation of their own sound ideas is strongly encouraged as this is a key feature of music provision within our school. Patterns make music stronger.
4. On occasions the children are also encouraged to record their sound ideas with their own markings and symbols. They do this on white boards and are asked to demonstrate the meanings of their markings.
5. The children experience live and recorded performance whenever possible, musical vocabulary is introduced – tempo: fast/slow, dynamics: loud/quiet, pitch: high/low. With adult support the children are guided in reflecting upon and improving their own work and the work of others. They are taught to recognise and focus upon patterns in the music they hear. The children respond to moods and are introduced to vocabulary to help them talk about the ways in which music and dance affect them – happy, sad, excited, afraid etc.

#### Outcomes to assess in EYFS

##### *EYFS - Music Assessment*

- *follow the tune broadly using a few different pitches*
- *keep a steady pulse with some accuracy when playing instruments*
- *broadly control changes in sound when creating music.*
- *create my own symbols for my sounds.*
- *enjoy singing, playing, trying out and changing sounds: explore sounds and music through play.*
- *follow and offer simple musical instructions and actions*
- *listen to ideas from others, taking turns as appropriate to the context.*
- *show awareness of the audience when performing.*
- *make physical movements that represent sounds.*
- *comment on and respond to recordings of own voice, other classroom sounds, musical instruments.*

#### **How subject is taught in;**

Within KS1 & KS2 the children receive a weekly music lesson from the AST for Primary Music. Within these lessons, songs are introduced to highlight how the elements of music are used to create contrast and how sound patterns are woven together. The children are engaged in active participation that utilises the voice as an instrument accessible to all. As the children progress through the school the songs increase in complexity and resources become more complex. The aim is to develop the child's inner ear and provide for creative outlet.

### **Key stage 1**

Pupils should be 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.

### **Key stage 2**

Pupils should be taught to:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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 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.

**Model Music Curriculum** – planning has been adapted to incorporate most of the objectives within the Model Music Curriculum. We are currently in the process of working towards these expectations and see this as a process taking several years.

Year 1 – Year 6 Long Term Music Planning – Songs & Focus

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Naughty Bus</b> – pulse and beat	<b>Willy The Wimp Song</b> – steady pulse/beat	<b>Angry Earth/Harvest songs</b> – sing and play an ostinato pattern	<b>The Tin Forest</b> – major and minor chords	<b>Beowulf</b> – playing a drone	<b>Polar Bear song</b> – Getting to know the ukulele
Autumn 2	<b>Polar Bear/Christmas Songs</b> – Pitch	<b>Footprints in the snow &amp; Christmas songs</b> – pitch – leaps and steps	<b>Pebble in the sand</b> – melodic shape	<b>Theseus &amp; Minotaur</b> – legato and staccato	<b>Sound of the Sea</b> – ternary form A B A	<b>Battle Of Britain</b> – arranging music
Spring 1	<b>Dogger's Gone</b> – rhythmic patterns	<b>In My Rocket</b> – rhythms – paired quavers/crotchets – stick notation	<b>Stone Age Man</b> – harmony – making two note chords	<b>Iron Man</b> – what is the pentatonic scale?	<b>In Outer Space</b> – syncopation	<b>Charles Darwin</b> – what is folk music?
Spring 2	<b>Goldilocks She Stole my socks</b> – tempo	<b>South Africa</b> – dynamics, quiet and loud, crescendo	<b>Iron Age</b> – singing in two parts	<b>Lucy Heard Noises</b> – Duets – what is one?	Easter Songs <b>Johnny B. Goode</b> – 12 Bar Blues – playing and improvisation.	<b>Rio De Janeiro</b> – exploring chromatic scales .
Summer 1	<b>Travelling I my spaceship</b> – texture	<b>Dinosaur Chant</b> – timbre – the quality of the sound	<b>Ancient Egypt</b> – timbre to create contrast	<b>Pompeii</b> – singing a 'round' –	<b>Invisible Kingdom</b> – exploring other chord types	<b>Florence Nightingale</b> – time signatures/key signatures
Summer 2	<b>Caterpillar, Joe Gorilla</b> – structure – Part A - variation	<b>Pirate Ship</b> – structure – part A Part B (verse/chorus)	<b>In My Garden</b> – texture to create contrast	<b>Where the sunlight never shines</b> – what is a sequence	<b>Gold Coast Australia</b> – why have a bridge section in a song?	<b>I Want To Be An Olympian</b> – what is a musician? Composing an anthem for sport.

Planning Continued

Progression within the interrelated dimensions of music

	KS1 ----- -	Lower Key Stage 2 -----			Upper Key Stage 2 -----	
Element	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pitch</b>	High/Low  Do, Me, So	Getting high/low	Recognise and imitate melodic patterns  Do, re, me, fa, so	Steps/Leaps/playing the same note  Recognising the overall contour of melodies	Identify short and long phrases.  Improvise a melodic pattern.  Do re me fa so la ti do	Identify the prominent melodic patterns in a piece of music.  Improvise a melody.
<b>Duration</b>	Long/short  Steady pulse/beat  Ta ta – te  Ta - aa	Rhythmic Patterns  Ta ta-te  Ta - aa	Indicate a steady pulse/beat, including during a silence.  Ta Ta – Te  Ta - aa	Use instruments to keep a steady beat.  Hold a pulse/beat against another part.  Ta Ta – Te  Ta –aa, Tafe Tefe	Perform rhythmic patterns and ostinato – use a gesture to recognise silence in a pattern.  Tafa Tefe  Ta tefe	Recognise a metre of 3 or 4.  Recognise a change in metre.  Tafa Te
<b>Dynamic</b>	Loud/Quiet	Getting louder/quieter - silence	Recognise differences in dynamic levels.	Strong contrast	Recognise crescendo and diminuendo	Accents & Articulation
<b>Tempo</b>	Fast/slow	Fast/moderate/slow – getting faster/slower	Recognise differences between fast and slow	Identify the differences between fast and slow tempos.	Identify the tempo of music as fast, moderate, slow, getting faster or	Identify the tempo of music as fast, moderate, slow, getting faster or

					getting slower.	getting slower.
<b>Timbre</b>	Difference between wood/metal/skin/shaking sounds	Explore differences between types of instrument or voice.	Describe and aurally identify the tone colours of instruments	Compare instrumental tone colour.	Identify groupings of instruments – strings, woodwind, rock band	Recognise the instruments heard in a piece of music.
<b>Texture</b>	Recognise a song with accompaniment and one without.	Determine the different layers of sounds.	Recognise the difference between thick and thin textures.  Recognise changes in texture.	Identify the melodic line in texture.  Recognise the difference between unison and harmony.	Understand the process by which a round works.	Show how a canon is constructed.  Understand how the texture might vary in a song.
<b>Structure</b>	Cumulative songs such as '12 Days of Christmas' -	Recognise the differences between different sections of a piece of music.	Recognise call and response.	Recognise the difference between the verse and chorus	Recognise binary (A B) form and ternary form ABA)	Identify rondo - ABACADA

## Differentiation

### A) Progression in the **breadth** of experience, for example increasing the range of:

Kinds of music used as stimuli

Other forms of stimuli including poetry, dance, pictures

Musical activities in and out of the classroom

Knowledge, skills and understanding that are taught and learned through children's own work

### B) Progression in the **challenge/demand** of the experience and depth of learning:

Children's level of engagement with the music

Length and complexity of rhythmic and melodic material

Subtlety of the expressive use of tempo, dynamics, timbre, and texture

Length of children's aural memory and accurate use of notations

Children's understanding of the musical elements

C) Progression in the quality of the **outcome**

- Children's confidence, independence, and ownership
- Children's musical sensitivity and expression (playing a piece better)
- The creativity of children's responses
- Children's ability to communicate their own intentions through music

**SEND/ABLE**

Every effort will be made by the Music Subject leader to ensure all children, in every lesson, regardless of ability are able to access the learning and make progress.

SEND children will be given access to ICT resources such as an iPad to participate with the learning objectives. More Able children will be allowed work at their own advanced pace and within a space away from disturbance (if available). After school music clubs are available for all abilities to access. The orchestra is designed to stretch the abilities of children who have shown good progress on their instrument. The choir is open to children of all abilities and is differentiated to allow access.

**Resources**

Music resources are housed in the small village room and the cupboards along the main corridor. They consist of; a variety of instrumental equipment used by the orchestra and instrumental tutors, tuned and un-tuned percussion instruments used within classroom lessons and a piano. There are also a selection of music books and instrumental tutor books.

Resources are transported to each classroom prior to the lesson.

**Use/type of display**

The main visual music display is located outside the new hall in the main corridor. There is a music page upon the school's website and posts are placed upon the school's Twitter feed.

## 4. ASSESSMENT

The children's musical attainment is measured against the 'Key Learning Progression' statements listed below. Some of these statements are ongoing whilst others are term specific. The 'I Can' statements relating to singing, performing, composing and notation are reported to parents annually.

The music subject leader has designed assessment tests based upon the music taking place within the topic and linked to these 'KLP' statements. Video is taken of assessment activities once per term and stored on a data drive.

Recent changes with regards the Model Music Curriculum (2021) and the enforced period of pandemic restriction will impact assessment practice and results.

## 5. MODERATION AND REVIEW

The Music Subject Leader, Headteacher and Music Link Governor will be responsible for the monitoring and evaluation of music. The music subject leader has initiated a regular moderation process with local primary schools with termly meetings to review assessments taken. (Moderation Meetings have not taken place in person since before the pandemic but an online one took place in autumn 2020.)

Audio and video evidence will be collected and stored by the music subject leader as part of this process. Other forms of evidence will include a variety of performances and lesson observations by the HT.

This policy will be reviewed in Summer 2023.

### Music – KS1/KS2 Progression Document

Year 1 Year 2	Year3 Year 4	Year 5 Year 6
<b>Singing</b>		
<ul style="list-style-type: none"> <li>Sing in tune using a limited range of pitches.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with accurate tuning, control of breathing and with clear diction.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain an independent part in a group when singing.</li> <li>Put expression and meaning into my singing.</li> </ul>
<b>Playing</b>		
<ul style="list-style-type: none"> <li>Perform with a developing sense of pulse and rhythm on tuned and un-tuned instruments.</li> <li>Demonstrate understanding of the differences between pulse and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Play instruments confidently and fluently keeping an appropriate pulse and playing rhythms in time.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain an independent part in a group when playing instruments.</li> <li>Show good control, accuracy and expression when playing instruments.</li> </ul>
<b>Composing</b>		
<ul style="list-style-type: none"> <li>Change and combine sounds when creating music. (Making use of pattern and using the different dimensions of music to create contrast.)</li> </ul>	<ul style="list-style-type: none"> <li>Create simple rhythmic patterns, short melodies, and accompaniments.</li> <li>Make use of the interrelated dimensions of music when composing (tempo, dynamics, pitch, duration)</li> <li>Use pattern and contrast in my composition.</li> </ul>	<ul style="list-style-type: none"> <li>Create music with a structure and make use of musical devices (sequence, imitation, ostinato, inversion, drone), timbres, textures, and techniques.</li> <li>Improvise musical phrases in real time.</li> <li>Use pattern and contrast very well in my compositions.</li> </ul>

Year 1 Year 2	Year3 Year 4	Year 5 Year 6
<b>Notation</b>		
<ul style="list-style-type: none"> <li>Use graphic notations to show pitch and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Follow basic musical symbols when working as a musician.</li> </ul>	<ul style="list-style-type: none"> <li>Follow musical notation when working as a musician.</li> <li>Understand staff and other musical notations.</li> </ul>
<b>Listening</b>		
<ul style="list-style-type: none"> <li>Listen with increased concentration, responding appropriately to live and recorded music.</li> <li>Begin to recognise rhythmic patterns found in speech – counting syllables.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians.</li> <li>Listen with attention to detail and recalling sounds with growing aural memory.</li> <li>Offer comments about own and other's work – ways to improve/accept feedback</li> <li>Critique own and others' work, offering specific comments and justifying these.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high quality live and recorded music from different traditions and from great composers and musicians.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Listen and evaluate a range of live and recorded music.</li> <li>Share opinions about own and others' work, offering specific comments and justifying these.</li> </ul>
<b>Performance</b>		
<ul style="list-style-type: none"> <li>Follow and lead simple performance directions (Musical Cues)</li> <li>Join in and stop as appropriate.</li> <li>Musically demonstrate increased understanding and use of basic musical features – elements of music.</li> <li>Use my voice creatively by singing songs and speaking chants and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest, follow, and lead simple performance directions.</li> <li>Demonstrate musical quality – clear starts, endings, technical accuracy.</li> <li>Communicate ideas, thoughts, and feelings through simple musical demonstration.</li> <li>Use voice, sounds, technology, and instruments in creative ways.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate increasing confidence, expression, and skill through taking different roles in performance and rehearsal.</li> <li>Be perceptive to music and communicate personal thoughts and feelings.</li> <li>Experiment with voice, sounds, technology, and instruments in creative ways and explore new techniques.</li> </ul>
<b>History of Music</b>		
N/A	<ul style="list-style-type: none"> <li>Begin to develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Develop an understanding of the history of music.</li> </ul>



## **6. ROLES AND RESPONSIBILITIES**

Of the Head and the subject leader

### **4.2 Head teacher:**

- To develop, in consultation with all parties, the school policy.
- To monitor and evaluate the policy as it develops.
- To monitor and evaluate standards in teaching and learning in Music.
- To monitor and evaluate the extent to which I.C.T. is being used appropriately to support teaching and learning in Music.
- To provide the Music subject leader with training.
- To ensure subject leader has adequate time for music rehearsals and ability to take children to occasional musical events throughout the year.

### **4.4 Music Subject Leader**

- To manage the operational aspects of the Music policy.
- To advise the Head on implementation of the various policies.
- To monitor and evaluate standards in Music.
- To advise colleagues in respect of Music issues.
- To lead staff training when required.
- To monitor and evaluate pupils' work across the school.
- To maintain a digital portfolio of musical events and attainments.

## **Appendices A**

### **Instrumental resources**

Peripatetic lesson format.

- 1) Warm up – playing long notes, scales/arpeggios, finger and rhythm exercises, children create own melodies and rhythms, make use of words or phrases to aid memory.
- 2) Listen to previous week's work –
  - Analyse any problems and suggest/demonstrate best way to practice
  - Reinforce understanding of the music by discussing elements of music theory (key signatures, time signatures, note values, dynamics, articulation, phrasing etc.)
  - Set new targets for this music if relevant.
- 3) Introduce new music
  - This might be completely new or a different section of previously learnt music.
  - Break the music down into smaller parts/phrases; practise slowly, ensure the child knows how to approach the new music (note in rehearsal record)
  - Model how the music sounds; clap the rhythms, sing the melodies.
  - Concentrate on the positive; if there are many errors, just focus on one.
- 4) Set targets for the next lesson
  - Remind the children of the strategies they must use through the week at home and recap on the key points of today's lesson.
  - Encourage them to practise every day for at least 15 minutes.
- 5) Free choice
  - The children may choose a favourite piece of music to play or the tutor might demonstrate a favourite short extract of music.

## Appendices B

### Terms & Conditions

#### Instrumental Lessons

January 2020

- Lessons take place during the school day from 10.45am until 3.15pm. This includes lesson time and playtime/lunch.
- Lessons are normally paired and last for 20 minutes. In some cases, it may be possible to have a 25-minute solo lesson when the tutor feels this would benefit a very able child. A single child will have a 15-minute lesson.
- Lessons operate on a rota system; this means that the children do not have their lesson at the same time each week. If the class teacher is concerned about any time then they inform Mr Oates and every effort is made, within reason, to correct the issue.
- Y3/4 children have their lessons between the times shown in 1 above. Year 5/6 children have their music lessons between 12pm and 3.15pm
- Lessons currently cost £4.95 per week. Payments are made in three instalments at the start of each term. Payment dates are shortly after the start of the term. Failure to meet the payment date can result in lessons stopping until the full payment is made. (A term may include 12 lessons so the payment due would be £59.40.)
- We currently have 7 instrumental tutors delivering the lessons. Your instrumental payment is their income and payment for their time. Please make your payments promptly.
- If the tutor is absent, we will refund the cost of the lesson in the following term's payment. **This is the only time we will make a repayment.** If your child's class or year group is on a trip or participating in an activity, we still must pay the tutor for their time in school. We want to provide a high-quality experience for your child and to do this we require experienced tutors. By maintaining the tutor's hours each week, we give them financial stability and in return we demand a quality learning experience for the children. The very nature of a primary school means that occasionally your child will miss a lesson because of a trip or activity. We will aim to keep this to a minimum but if it happens you are still required to fund the lesson. We hope that you will balance this with the fact that if your child were to have lessons outside school you would probably pay more for weekly tuition and also have the added cost of transport and time. The full quota of termly lessons requires the full payment of the fee. If more than 50 % of the tutor's pupils are out of school, we will try to reschedule the lesson.
- A tutor book will be required and must be purchased before the end of the first term.
- Lessons take place in a variety of locations around the school. Lessons are monitored by Mr Oates. If you have any concerns regarding instrumental lessons, then please email Mr Oates.
- There is an annual music evening at which many of the children perform.
- Guitar and drum students may not have the same tutor each year. This will be determined by the music subject leader.
- Timetables for lesson times are displayed within each of the KS2 classrooms.

John Oates, AST

- Orchestra is open to Y5/6 children and able children from Y4. Membership into the orchestra is staggered to allow for the demand new members place upon the group.
- The school has some violins, flutes, and clarinets for hire at £8 per term. School instruments must not be taken out of the UK.
- (Instrumental lessons currently available – Drums, Keyboard, Guitar, Flute, Clarinet and Violin. Some instruments have fewer available spaces. New Starters - **Please do not purchase an instrument until your child's place has been confirmed.**
- Information regarding instrument choice can be obtained from the tutors or Mr Oates via school email. [joates@westbrookoldhall.co.uk](mailto:joates@westbrookoldhall.co.uk) Please also check the school's music web page [www.westbrookoldhall.co.uk/music](http://www.westbrookoldhall.co.uk/music)
- **If the children do not study their instrument for at least 5-10 minutes each day they will not make progress! A musical habit needs to be established for success.**
- To avoid any damage to guitars the children should not bring their guitars into school each week. They will be able to use the school's guitars for their lessons. Guitars may be brought in occasionally to be tuned but must be stored safely in the classroom or with Mr Oates.
- Children who are eligible for Pupil Premium funding may use these funds for instrumental lessons. Please contact the school office to see if this applies.