



Revision Record of Published Versions			
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WEST JESMOND PRIMARY SCHOOL

MUSIC POLICY

Overview:

West Jesmond Primary school embraces music as a highly valued part of a broad curriculum and a subject which can enhance the development of the whole child. Every child at West Jesmond Primary School engages in quality music education from their entry until the end of KS2 in Year 6. .

In the Early Years department, singing and musical games are incorporated into daily routines and are used to enhance the teaching of the core curriculum as well the development of control, concentration, social skills and sense of belonging, which gives a solid foundation to the musical skills which will continue to be developed during Key Stage 1.

In Key Stages 1 and 2, pupils participate in weekly singing assemblies as well as curriculum music lessons. Lessons are delivered by a team of HLTAs in KS1 and our school Director of Music in KS2, who monitors the delivery of lessons and progression throughout the school.

A 'Progression of Expected Skills in Music' document is followed throughout Key Stages 1 and 2. In this document, musical skills have been split into progression strands titled: Performing, Composing, Notation, Listening and Appraising. Clear end of year expectations are set out in the document. Planned Music Topics which link to the progression document, ensures that there is progression of musical skills in each stand and throughout each year group.

In Key Stage 2, all children learn to play the recorder for a term and the Djembe Drums for a term.

In addition to music lessons which are planned in line with the expectations and standards of the National Curriculum, we offer a range of extra-curricular music clubs. Although these vary according to demand and needs, we currently have a large school choir, an orchestra, a Boom-whacker club and a recorder club.

Provision for learning Violin, Viola, Cello, Guitar, Flute and Clarinet, is also provided for Key Stage 2 pupils by Newcastle Music Co-operative peripatetic teachers (NEMCO). Parents are required to pay for these lessons, but our school provides financial support for FSM pupils.

We believe that an effective Music Education should:

- Be a vehicle in the enhancement of the physical, social, and cognitive development of children.
- Be a reflection of the culture and society we live in, therefore providing children with a better understanding of their world.
- Be a unique way of communicating which can inspire and motivate people
- Be a means of personal expression
- Be all inclusive and enjoyable.
- Be respected as an academic and demanding subject, in line with other areas of the school curriculum.

Our aim is to:

- Provide opportunities for all children to create, play, perform and enjoy music,
- Introduce children to a wide variety of musical forms and styles,
- Aid the development of language and listening skills so that children can talk about, understand, and make judgements about the quality of music they hear.
- Plan musical activities, which give pupils a chance to develop transferable skills and develop the 'whole' child.
- Give children opportunities to explore and understand how sounds are made and can be organised into musical structures.
- Develop the interrelated skills of : Performing, Composing, Notation, Listening and Appraising
- • Nurture a pupil's sense of self and allow them to develop and explore their own abilities

Aspiration and Inspiration:

At West Jesmond School, we believe that, as part of providing a high quality musical education, pupils must be provided the opportunity to be inspired by professional musicians in a wide range of musical genres.

We currently have links with Scottish Opera and Opera North, The Concordia Vocal project and the Inspire Music project

All of our year 4 children take part in Scottish Opera's educational opera project, culminating in a performance by the children and the opera team.

It has become an annual event for our year 5 children to be taken to Newcastle Theatre Royal to see a performance by Opera North.

Our pupils regularly perform in large public concerts as part of the Ouseburn learning Trust, where they are accompanied by live music performed by professional musicians.

Teaching and Learning Style:

At West Jesmond Primary School we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and musical development of all children.

Singing lies at the heart of our school community. Singing assemblies, led by the school Director of Music, are part of the weekly timetable. Many members of our teaching staff have also been trained as vocal leaders and singing is very much valued as an important and effective part of school life.

Our singing teaching focuses on developing:

- The ability to listen, internalise and to sing in tune and with other people.

- An understanding of pulse and pitch.
- An understanding musical notation
- Language skills
- Knowledge of other subject areas (for example learning songs about WW1/Songs about coalmining, etc)

Inclusion and differentiation:

We recognise that in all classes, children have a wide range of musical abilities, and so we seek to 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.

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty
- Sometimes grouping children by ability and setting different tasks to each ability group;

Our assessment and planning grid highlights aspects of music development that some pupils find easier than others, and encourages a 'broader' view of our children as musicians. For example, a pupil who studies the violin may show flair when performing, but another child, who is not as well developed in performance, may have very effective and creative composition techniques. Notation is taught in line with each composition task, as a matter of course. Different ways of notating ideas are developed, but are seen as a useful 'tool' rather than an isolated skill in itself.

Our SEN and EAL teachers work closely with our Director of music planning support work and intervention work, using music as a means of supporting the development of our pupils with additional needs.

Scheme of work:

Topics are planned to follow the strands of our school planning and assessment grid, in line with the requirements of the National Curriculum. Lesson plans, resources and suggested activities are being collated by the music teaching team, to form a new Music Scheme of Work. This is going to be reviewed in September 2020.

Assessment, evidence, feedback to pupils:

Evidence in music is kept in a variety of forms.

When appropriate, sample paper copies of notation of compositions are kept in the music department. This is sometimes in the form of photographic evidence, particularly in KS1.

Performances of group, paired or individual compositions are recorded on staff ipads and sample sets of recordings (to show a range of abilities and the ways in which work is differentiated) are kept as evidence of topics covered and work produced.

In KS2, topics usually last a number of weeks, culminating in a final performance. Classes follow the same topic plan, but each week, feedback and support is given to individual pupils and the tasks are differentiated as the project unfolds, ensuring that ALL pupils end up with a completed composition which they are comfortable performing. Many of the KS2 projects are keyboard projects as the keyboard is a visual 'music ladder' which children are used to visualising in their singing sessions. Visual aids, adapted tasks and the use of different/alternative pitched instruments (such as Glockenspiels and xylophones) are available for children to use, to ensure success.

Children are encouraged to talk about their own compositions, and those of their peers, using an increasing range of music subject specific vocabulary throughout the year groups (vocabulary appropriate to each topic/year group is included in our school planning grid). The use of self-assessment and peer assessment sheets is being developed and introduced by the Director of Music, to further develop the use of subject specific language.

