



Whiston Willis Primary Academy

Music Policy



Lead Responsibility	Kara Williams		
Implementation date	September 2021	Review date	September 2022

MISSION STATEMENT

Our school is a safe, happy and inclusive place where everybody is valued, treated equally, respected and where difference is celebrated.

We believe that all members of our School community should reach their full potential academically, socially and emotionally.

We are committed to ensuring that every child is prepared for their future lives as responsible citizens with a strong moral purpose.

Learning is a lifelong journey and we strive for all children to enjoy learning; leading to independent, motivated 'Lifelong Learners' who are prepared to face the modern day wider world with enthusiasm.

Vision and Aims

At Whiston Willis Primary Academy, our music curriculum strives to develop musicality through listening to, appraising, performing, composing, reviewing and evaluating a range of songs and styles of music from a variety of historical periods, styles, traditions, and musical genres including pop, rock, classical and rap music. As well as giving our children the opportunity to explore a range of musical styles, we teach our children the craft of singing with a range of exciting warmup games and activities.

We aim to give our children the opportunity to develop their musical talents and to provide them with the knowledge and skills to develop musicianship and express their musicality. Our ambition is to in-still a life-long love and appreciation for music and performance and we strongly believe that all pupils can achieve this. We do not put ceilings on what pupils can achieve and we do not hold pre-music, pupils will develop creatively, culturally, spiritually and intellectually, as well as understanding how to use music to develop good mental health and well-being in line with our ethos which promotes the development of social and moral intelligence. Music is a craft whereby knowledge and skills are a catalyst for a rich and inclusive music curriculum which nurtures fundamental musical understanding and meaning.

Planning and Delivery

Our music scheme- Charanga- provides our children and staff with high-quality, stimulating, fun and dynamic music lessons which encourage our children to explore knowledge, develop musical skills and express their personality through music and performance. Our music curriculum is learnt through a spiral approach, enabling children to understand musical concepts through a repetition based method to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills resulting in academic excellence. Over time, children can both develop new musical skills and concepts, and re-visit these. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Our learners' musical journey begins in EYFS, whereby children begin the first unit- of Cycle B "Me!" which explores growing, homes, colour, toys and how I look. Children then go on to study the units My Stories, Everyone and Our World which focus on themes such as Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend and Once upon a time. Through music, children will also study themes such as family, friends, people and music from around the world as well linking their music to geography and science through the exploration of animals, jungle, mini beasts, night and day, sand and water, seaside, seasons, weather, sea and space. These units aim to give children the required knowledge and skills to progress into Ks1.

During cycle B, KS1 will be studying Round and Round and Zoo Time- both are six week units which focus on the listening and appraising of the song, as well as a range of songs such as latin/pop, film music by John Williams, Big Band and Jazz music. Additionally, the children will also have the opportunity to improvise, compose and perform using the glockenspiels. All of the units include a variety of exciting warm up games which help children to find the pulse, beat and rhythm using smartboard resources.

Lower ks2 will study units such as Lean on Me, Glock 1 and Dragon Song. Lean on Me involves the listening and appraising of gospel songs such as He Still Loves Me by Walter Williams and Beyoncé, Shackles by Mary Mary, Amazing Grace by Elvis Presley and Ode To Joy Symphony No 9 by Beethoven. The Dragon Song is a song about kindness, respect, friendship, acceptance and happiness. Using their imagination and working together as a class, children will create their own performance of this song. As well as listening and appraising, the children will follow the usual sequence of composing, improvising and performing their songs.

During Cycle B, Upper Key stage 2 will study the units Jazz, The Fresh Prince of Bel Air and Music and Identity. Jazz allows children to explore two jazz tunes-Bacharach Anorak and Meet the Blues. The Fresh Prince of Bel Air is an old-school hip-hop unit whereby children will listen to and appraise songs such as Me, Myself And I by De La Soul, Ready Or Not by The Fugees and Rapper's Delight by The Sugarhill Gang. Children will study The Fresh Prince of Bel Air closely, as well as learn how to compose their own hip-hop songs.

All sequences of learning allow for a Reflect, Rewind and Replay unit which consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

The following year, the children will complete Cycle A of the curriculum which covers a variety of styles and genres. EYFS will focus on learning a range of nursery rhymes and action songs such as 1,2,3,4,5 Once I Caught a Fish Alive, Wind the Bobbin Up and Twinkle Twinkle. The children will listen to and appraise a wide variety of songs as well as playing lots of warm up games and activities to further develop finding the pulse and rhythm.

Key stage 1 will explore a range of styles such as hip-hop, reggae, hymns, latin pop, soul and classical music. Children will continue to appraise a variety of songs focussed on the above genres as well as learn how to compose and perform.

Key stage two will be developing their knowledge of songs from other cultures for example, songs from South Africa, as well as reggae and R&B music. Children will continue to appraise a variety of songs focussed on the above genres as well as learn how to compose and perform as well as learning a more complex and extensive set of skills and new vocabulary.

Assessing, Reporting and Recording

There are 7 statements for teachers to assess against for each child after a unit has been taught based on; listening and Appraising, Games, Singing, Playing Instruments, Improvisation, Composition and Performing. Achievement stickers are used by teachers to evaluate children's work where they feel this is going to have an impact. Verbal feedback is also given throughout lessons in line with our marking and feedback policy.

Monitoring is important in ensuring teaching and learning is effective across the whole school. Regular monitoring takes place by curriculum leaders and SLT, this includes lesson observations and teacher/pupil voice monitoring. Teachers are responsible for completing pupil assessments at the end of each unit.

EQUALITY IMPACT STATEMENT:

Under the Equality Act 2010, we have a duty not to discriminate against any person based on 'protected characteristics'.

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 Whiston Willis.

MONITORING:

The practical application of this policy will be reviewed by subject leaders in consultation with the curriculum lead within school regularly. The effectiveness of the policy is demonstrated through subject leadership reports to governors which include impact statements on outcomes for pupils and the quality of teaching and learning.

The policy document will be reviewed by the subject leader and curriculum leader annually or earlier if required.