

Music Policy
September 2021-22

Contents

- 1. Subject Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities**
- 9. Inclusion**
- 10. Role of the Subject Leader**
- 11. Parents**

1. **Music Statement**

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At William Patten the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at William Patten is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom activities, as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. The key knowledge and skills for each year are mapped to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music from one year to the next. In the classroom students learn how to play an instrument, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum at William Patten also enables children to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from

across the world. Children are able to enjoy music, in as many ways as they choose—either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. Regular concerts at school and the school's involvement in local musical events, including the annual music festival, ensure that children are confident performers. They also provide further means to showcase the impact of the school's high-quality music provision. The school was shortlisted for an 'Excellence in Music Education Practice' Awards at the Hackney Music Gala and Mayor's Awards 2019.

2. Teaching and Learning

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student's time at William Patten. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Teaching is activity based. Each half term, or sometimes term, children work towards a goal. This will culminate in either a performance to the class or the playing of a piece with the class as a whole. In year 5 the half term goals are put together to create one larger work, so that students understand the process of long-term practising, rehearsing and learning, which is fundamental to music education.

3. Assessment

Because children display ability in music in as many ways as there are ways to be involved in music, the assessment follows a variety of different methods. The teacher will informally assess throughout any creation or rehearsal process, giving oral feedback, and instant methods of ways to improve. Lessons are planned to build towards and enable achievement of end of key stage 'end points' as informed by the National Curriculum 2014. Key knowledge and skills for each year group are therefore specifically aligned to these.

Pupils are also assessed individually when performing as part of a group, as ensemble playing is evidence of achievement. The evidence is in the critical listening of each student, and the audience. Students are encouraged to make judgements about how they may improve their work.

In some individual music lessons, students agree to undergo exams on their instrument, which are graded according to the ABRSM assessment criteria.

4. Planning and Resources

Planning and resources for classroom music are the responsibility of the music teacher. Lessons are planned in accordance with the school's 'Music Knowledge and Skills Progression Map'. This outlines some of the opportunities that are utilised for cross-curricular learning, in consideration to the wider curriculum, as well as school's own context, considering access to local resources and opportunities for performance.

For weekly singing assemblies the content, musical accompaniment, and any teaching is the responsibility of the music teacher. The children's participation and behaviour is lead by a second member of staff – usually a member of SMT. Resources are the responsibility of the music teacher.

Planning for peripatetic music lessons is the responsibility of each peripatetic teacher. Resources, such as instruments and music stands, are provided by the school but organised by the teacher.

5. Organisation

Music lessons are weekly and half an hour in length. There is also a weekly half hour singing assembly for each Key Stage. Students that wish can apply to learn violin, keyboard, trumpet, horn, trombone, clarinet or saxophone. These lessons are weekly, and are either to an individual or in small groups of up to 4 children. There are two choirs – one at each Key Stage, and four ensembles –an orchestra, a jazz band, a rock band and several steel pan groups that children may be a part of.

There are several concerts and events that William Patten children take part in each year, and also opportunities that might happen just once. The responsibility for the organising of these is dependent on where and what the performance is, and usually an agreement is made between senior management and the music co-ordinator as to who will manage and organise any aspect of the event.

6. EYFS

Music for EYFS students has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each student will lead the class in singing, and all will learn to be lead by their peers. Songs are linked to class topics when appropriate.

Students are accompanied both by piano and a backing track –the piano providing and instant acoustic and more tangible reference point for students, and the backing track allowing for more diverse tumbrel palette and more direct approach to guiding students with actions.

There is an annual Christmas show that the students rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

7. KS1 and KS2

The KS 1 programme of study extends learning in EYFS, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. In year 2, students play a soundtrack to a story that is rehearsed and then performed. This musical landscape involves singing, movement, body percussion and playing instruments.

In KS 2 all classes begin with a 5-minute active listening activity. Students learn to

identify instruments, families of instruments, and musical genres. They analyse timbre, texture, rhythm, beat, pitch and harmony to a basic level.

Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition. There are both performances to classmates, and parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others' music, and their own compositions.

8. Equal Opportunities

The music curriculum adheres to the William Patten Equal Opportunities Policy. The music curriculum takes into account issues of difference, including gender, race and ethnicity. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

9. Inclusion

The music teacher supports and facilitates access to the music curriculum through effective differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at William Patten is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument as unique as the person is.

We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level. This is achieved by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allows students to access music in the most preferable or suitable way for each individual.

Music has numerous avenues for every student. Alongside the classroom music lesson each week there are any number of ensembles and private instrumental lessons for the students to participate in. The teaching and learning in these ensembles and/or lessons will reinforce and diversify what any child learns in the classroom. These ensembles perform at concerts throughout the year.

10. Role of the Subject Leader

Key roles of the music co-ordinator include:

- The writing and delivery of music classes
- Preparation and delivery of both KS1 and KS2 music assemblies

- Coordinating and staging two school concerts per year. These concerts are to showcase work from students who have learnt an instrument in school, or participated in one of the school ensembles.
- Coordinating involvement in music festivals and trips: liaise with SMT, peripatetic teachers and Music Service, and inform parents of details.
- Liaising with peripatetic staff about any concerns or issues, and then with SMT as required.
- Ordering and maintaining musical equipment. Organising the necessary repair of instruments.
- Creating appropriate displays and posters in the music classroom.
- Liaising and maintaining a good working relationship with the Hackney Music Service.
- Ensuring a living and healthy musical environment exists at the school.

11. **Parents**

Parents are encouraged to be a part of their child's musical education in a variety of different ways, depending on the activity or event. Preparation for a performance may require learning text or music. Very occasionally this preparation or practise will be given as set homework, and other times students will be given materials and encouraged to work towards a confident performance as decided is appropriate. In this case students are given guidelines as to what an appropriate goal might look like, and how to go about achieving it.

Parents and carers are invited and encouraged to attend any one of a number of concerts and performances throughout a child's time at William Patten.

Policy Agreed: September 2021
Policy Review Date: September 2022