



# The Winterton Federation Music Policy



## “TO BE THE BEACON FOR LEARNING”

*“The teaching of your word is light, so everyone can understand”  
(Psalms 119:130)*

### **Introduction**

The Winterton Federation values are at the heart of our community in supporting everyone to be their best: friendship, peace, hope, trust, truthfulness and forgiveness. Our values, supported in their study and enjoyment of music, will help our children to become more confident, creative, caring and tolerant citizens. In a unique way, involvement in music provides a rich variety of opportunities for acquiring and developing a wide range of the musical, personal and social skills which the 21<sup>st</sup> century world needs.

Our music curriculum provides our children with varied and engaging opportunities to pursue excellence and encourage spiritual, reflective and aspirational attributes and attitudes. Music confirms our understanding that there is something beyond ourselves. It promotes high-level intellectual and physical attainment and evokes deep emotional and aesthetic response.

### **Aims**

To ensure all staff, children, parents/carers and governors are aware of the aims for learning and teaching Music at The Winterton Federation and that these are applied.

### **Federation Staff:**

- promote a confident, positive attitude towards the learning and use of Music, making it an enjoyable experience;
- promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work;
- provide opportunities for the development of musical skills where relevant across the curriculum.

### **Children:**

- develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work;
- develop an understanding and appreciation of different types of music from around the world;
- develop an understanding and appreciation of the history of Western Music and that of other Cultures.
- develop a love of music through singing and practical music making.

### **Implementation of the Music Policy**

- Central to our curriculum is performing; at the very heart of the performing experience is the emotional experience of singing. It is a collective and personal experience, one to be shared and enjoyed with friends around you;
- We teach music using the Kodály method putting singing at the heart of what we do. Once the child has experienced their own innate musicality, we then introduce (make conscious) the more formal concepts of music looking at notation, composition, listening with intent and instruments;
- The Voices Foundation Music Programme and Inside Music inform the long term and in turn the medium term planning as to what is taught within Music units of learning;



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- The Music curriculum also adheres to the National Curriculum and the New Model Music Curriculum;
- The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work;
- In the Early Years Foundation Stage children find their singing voice through whole class singing, rhymes and games as well instrument playing;
- Teaching and learning is differentiated to best match the needs of the class and the individuals within it; within the context of the aspect of Music that is being taught.

## Whole Class Instrument Teaching

- All pupils in Year 4 have the opportunity to learn the Ukulele (delivered through the Music Hub) through song; reading notation & performance;
- All pupils in Year 5 have the opportunity to learn the Guitar (delivered through the Music Hub) through song; reading notation & performance.

## Extra opportunities

- There are KS1, KS2, federation and staff choirs, which are made available to all members of the federation community;
- Pupils are given the opportunity to take part in many events including Young Voices; local community events and federation based events;
- Individual Instrumental Music lessons are available to children currently in KS2, at a reasonable cost to parents. Instruments available are Violin, Cello, Woodwind, Guitar, Voice, Piano and Drums.

## Resources

Music resources are many and varied, including:

- Listening centres including tape recorders, CD players and headphones;
- A large selection of tuned and untuned percussion instruments;
- Other instruments including keyboards, recorders etc;
- Inside Music Books; Voices Primary Toolkit
- EYFS Song book;
- A range of song books, CDs, Christmas productions etc.

## Parents/Carers

Parents/Carers also have several opportunities throughout the year to observe and listen to performances e.g. Young Voices, Musical Soiree, Big Sing and local community events

## Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They achieve this by affecting the following key areas:

- strategic direction and development;
- learning and teaching;
- leading and managing staff;
- efficient and effective deployment of staff and resources;



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- having regular discussions with the Executive Headteacher and other senior leaders about learning and teaching in Music and providing an annual summary report (Subject SEF) about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject;
- having specific allocated time during the academic year for subject self-evaluation activities.

### **The Music Lesson: Good Practice**

#### Music Units of Work

- A progression of lessons are planned over a five or six week blocked unit of work that is taught over a half term;
- The Music units of work are taught either weekly or as a blocked period of work.

Within each Music session there are the following elements:

- a clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
- teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught;
- a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further;
- over the course of a unit, the lessons taught include singing, performance, composition, specific listening tasks, and giving of and listening to appraisal and constructive criticism;
- musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

### **Music across the Curriculum**

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within the federation and at home.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.

Music is incorporated into a variety of activities and events within the federation, such as weekly assemblies/Collective worship, singing assemblies/choral worship, classroom routines and special celebrations.

### **Assessment, Record Keeping and Reporting (please refer to the federation's Assessment and Teaching and Learning Policies)**

Children's standards and achievements in Music are assessed in line with the federation's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Assessments are used by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and federation development.



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### **Inclusion**

Inclusion is about every child having educational needs that are special and the federation meeting these diverse needs in order to ensure the active participation and progress of all children in their learning. Successful inclusive provision at The Winterton Federation is seen as the responsibility of the whole school community, permeating all aspects of federation life and applicable to all our pupils.

Inclusive practice in Music enables all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Children that are 'talented' for music are given the opportunity to prepare pieces of music to be performed in concerts.

### **Monitoring and Review**

The Music Subject Leader monitors the effectiveness of this policy on a regular basis. The Executive Headteacher and Music Subject Leader report to the governing board on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.

***Music Policy revised by: Ros Taylor Summer 2023***

***Policy revision agreed by staff: Summer 2023***

***Policy Review Date: Summer 2026***