



## **Woburn Lower School Music Policy**

'Music is an enriching and valuable subject. Research evidence shows that a quality music education can improve self-confidence, behaviour and social skills, as well as improve academic attainment in areas such as numeracy, literacy and language.'

(DfE, February 2011)

### **Intent statement**

At Woburn Lower School, we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We are committed to the provision of a musical education for all children, which within the context of the National Curriculum, encompasses breadth of experience, depth of knowledge and quality of understanding.

### **Aims**

Every child is entitled to receive a broad, balanced and relevant musical experience within the framework of the National Curriculum.

Through Music at Woburn, we aim to:

- Foster a love and understanding of music through active involvement in listening,  
appraising, composing and performing.
- Enable children's personal expression, reflection and emotional development through  
music making, both individually and together.
- Promote the understanding and appreciation of the richness and diversity of world  
cultures, styles, times and periods.
- Encourage opportunities to perform to the school and wider community.

### **Statutory Requirements**

All children are entitled to a musical education which enables progressive development of musical skills and knowledge as outlined in the Programmes of Study in the National Curriculum. Music teaching within Key Stages 1 and 2 ensures that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising. In particular, the musical elements of pitch, tempo, duration, timbre, texture, dynamics and structure are

progressively introduced in order to equip the children with a fundamental understanding of music.

In Early Years music is taught as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music falls under the 'Creative Arts and Design' strand of the EYFS curriculum but encompasses many other curriculum areas. It contributes to a child's personal, social and emotional development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

During Key Stage 1 pupils listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

## **Implementation**

### **Music Lessons**

Music lessons are provided on a weekly basis throughout the school, and are taught using a variety of different resources. We follow the SingUp ([www.singup.org](http://www.singup.org)) scheme. Music lessons and activities are planned in such a way as to encourage full and active participation and enjoyment by all children. Early Years children regularly take part in singing and rhythmic games and explore a large range of musical instruments from different cultures.

### **Cross-curricular links**

Opportunities for cross-curricular links are taken, wherever possible, to link music with other subject areas and learning themes. Class teachers are encouraged to use the SingUp initiative to develop these links.

### **Additional musical opportunities**

Woburn holds music in high regard and the range of additional musical opportunities in which the pupils can be involved reflects this: a range of

peripatetic music tuition is on offer such as guitar. All children take part in whole school singing; where possible during the school year, children have the opportunity to attend a musical performance or workshop at school or externally; assemblies, productions and concerts provide important opportunities for the children to perform, share and enjoy music through singing, playing and listening to music.

### **Extra-curricular musical clubs**

Children are provided with the opportunity to partake in school-based extracurricular musical clubs at lunchtime, including recorder club and dance club.

### **Music resources**

Music resources are available for use by all. Schemes of Work are kept within the appropriate phase or year group. Some instruments and song books/CDs are stored in the Music cupboard in the Hall.

### **ICT**

Planning incorporates the use of ICT by teachers and children through the use of online resources such as Singup, Espresso, Nancy Stewart and the appropriate use of computer software such as 2Simple and interactive whiteboard technology.

### **Assessing and Reporting**

Assessment through the key stages is continuous and is performed by the class teacher. Children's work is evaluated through teacher pupil questioning, observation and during classroom discussion both with individuals and groups. Formal reporting takes place within the annual report to parents.

### **Equal Opportunities and Inclusion**

Music at Woburn Lower School is taught in line with the school's Equalities and Inclusion policies.

### **Role of Subject Leader**

The Music Coordinator has the responsibility of overseeing music within the school including:

- formulating and updating the policy when appropriate
- ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs
- disseminating information, as it is received from any external source, to staff and pupils
- supporting staff with music-related issues when required

- leading singing assemblies
- organising extra-curricular trips
- liaising with additional adult helpers who run an extra-curricular music club/help on extracurricular music trips
- managing the budget
- attending courses relevant to professional development within their role as subject leader

Governor:

Date: February 2023

Headteacher:

Date: February 2023

Review: February 2026