



Lewknor Church of England Primary School

MUSIC POLICY

December 2023 – Review December 2026



Christian Vision

Building Strong Foundations for a happy and successful life.

Like the wise man who built his house on rock (Matthew 7: 24-27), we seek God's wisdom to enable us to nurture our school community so that all can flourish and achieve their best in every aspect of school life.

Overview

"Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility." Hillary Clinton

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

Music at Lewknor Church of England Primary School helps children flourish by enabling them to appreciate the richness of music, fostering empathy and understanding through the exploration of diverse musical genres and providing opportunities for creative expression, collaboration, and spiritual connection through the power of music.

We believe that musical activity provides children with the opportunity to explore feelings and express themselves in ways that support or go beyond verbal communication and provides a context for developing creativity. As a school we recognise the value of providing a wide range of musical experiences which allow the children to develop skills in:

- Music;
- Thinking, problem-solving and decision-making;
- Self-management;
- Working with others;
- Managing information;
- Being creative

In school, we will, through the effective teaching and learning of the knowledge, skills and understanding in music, maintain and stimulate pupil curiosity, interest and enjoyment. We will teach towards the National Curriculum requirements for music through the use of 'Music Express'. We will, wherever possible, make meaningful links with the other subjects through our knowledge-based curriculum.

Aims

At Lewknor Primary school we aim to:

- Ensure every child enjoys and appreciates a wide variety of musical styles;
- Encourage children to explore how sounds are made, and how music is produced by a variety of instruments;
- Help children develop imagination and creativity;
- Build a sense of pulse and rhythm;
- Teach children to understand a range of musical vocabulary;
- Develop the interrelated skills of composition, improvisation, performance and appreciation;
- Ensure children enjoy a wide range of songs and sing in tune;
- Develop positive attitudes and to experience success and satisfaction in music.
- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

Teaching and Learning

Principles of Learning

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Ability to use other languages to describe emotions (usually Italian words are used)
- Ability to read notation
- Ability to discriminate
- Listening skills
- Sensitivity to sounds

- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

Early Years

“Early Music training seems to shape the young brain, strengthening the neural connections and perhaps establishing new ones.” Dr Frances Rauscher

We teach music in Reception classe as an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children’s work to the objectives. Music contributes to a child’s personal and social development. Counting songs foster a child’s mathematical ability, and songs from different cultures increase a child’s knowledge and understanding of the world.

“Music is about communication, creativity and cooperation. By studying music in school, students have the opportunity to build on these skills, enrich their lives and experience the world from a new perspective.” Bill Clinton

In Lewknor children will have opportunities to be involved in musical activities as a whole class, in groups, individually and during play. Planned activities will be relevant to children’s interests and experiences and may relate to other areas of learning.

- Work creatively with sound;
- Sing and perform using simple instruments;
- Listen and respond to their own and others’ music-making.

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.

Key Stage 1

In Key Stage 1 (Infants), pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

In KS1 we currently use the Music Express scheme of work for music as the basis for our curriculum planning. The Music Express scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

The Music Express scheme of work links to the objectives in the 2014 National Curriculum. Teachers also have access to other ideas and resources and are expected to adapt any published materials used to meet the needs of their pupils.

We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible. Children are also given the opportunity to develop their understanding of the styles, genres, history and traditions of music through the creative thematic approach taught in KS1.

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.

Key Stage 2

In Key Stage 2 (Lower and Upper Juniors), pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

The Music National Curriculum is delivered through the activities of performing, listening, appraising and composing. Lessons seek to provide a balanced programme that ensures the children progress from year to year.

All children in Lower Juniors have the opportunity to learn instruments within their lessons with the cornet. Some children progress to learn the trombone. A specialist music teacher comes from the Oxford Centre for Music to teach the children to play the cornet and trombone, culminating in a concert at the end of the year.

The emphasis is upon performing, composing, listening and appraising. Through these activities, pupils develop their skills as performers and as informed members of an audience. Using a range of instruments, children are able to experiment and links are made between this and pupils' previous musical experience, ensuring progression. Pupils may work as a class, in groups or individually in these lessons.

The National Curriculum for music offers opportunities for performance and pupils are encouraged to present their work with an audience in mind. Other children, who are the audience, are encouraged to listen attentively with consideration for performers. Compositions may be recorded and performed in class, in assembly or as part of other performances for children and parents.

Upper Juniors also get the opportunity to perform solos in the various annual performances across the years from singing 'Amazing Grace' during the school's Remembrance Day service to 'Once in Royal David's city' in the Christmas Carol Concert.

Assessment

Assessment Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make

judgements about how they can improve their own work. Individual class teachers will keep samples of children's work in music for their own evidence.

In Lewknor Church of England Primary School:

- A range of assessment techniques should be used, for example; observation, class discussion, performance, independent work or group tasks;
- Teachers will specify the learning intentions and pupils will be given opportunities to set their own goals and reflect on their own and others' work;
- When reporting to parents, comments should be based on both the processes and outcomes of the subject.
- Pupils' achievements in music are reported to parents in the children's annual reports;
- Assessment will take account of pupils' abilities and informs the teacher to target work best suited to the pupils' stages of development.

Resources

We have a range of resources available to the children to encourage their love of music. This develops as the children move through the school.

All children in Lower Juniors have access to a cornet, and some have access to a trombone, to learn throughout the year which can be taken home to practise.

Lewknor also has two specialist teachers come in to teach individual music lessons. They have the very popular option of learning the drums (lessons take place in the church). An instrument that encourages a stronger understanding of rhythm and identifying the beat in songs. Children also have the option of learning the piano on the keyboard. This is one of the best methods of learning to read music. A piano can also be found in the Upper Junior classroom which can be used during singing lessons.

Children also have access to African drums, which can be found in the Upper Junior classroom. As well as various percussion instruments.

Roles and Responsibilities of the Subject Leader

The Music Leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning across school;
- Discussions with pupils;
- Conducting learning walks to observe the coverage of music;
- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required (within the budget);
- Assisting staff to implement assessment through school;
- Ensure that the Schemes of Work allows for progression across school;
- Keep up-to-date with change or new initiatives that would support the development of music at Lewknor C of E Primary School.

Musical Events

Children have weekly singing assemblies as a school where they have the chance to look at a wide range of songs from traditional hymns to modern music. We encourage the children to develop their confidence in their musical abilities in their singing abilities through various performances from weekly assemblies with parents to larger

concerts with other schools. Among others here are some more notable events that children will have the chance to sing in:

- Harvest assembly performance
- Remembrance Day Singing
- Big Christmas Sing in Oxford
- Christmas Carols at the local care home for the elderly
- Nativity joined with a carol concert
- Mother's Day
- May Day
- Father's Day
- End of year production
- Leavers' Assembly

By the time the children leave school they will have the confidence to sing in small groups and some will have had the opportunity to sing solos. Their confidence can be seen in the final performance of their time at Lewknor in the leavers' assembly, as children are given the chance to rewrite a well-known song to suit their own lyrics to commemorate their time at Lewknor, the most notable performance was written entirely by the Year 6s to the tune of 'Summertime Sadness'.

Equal Opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEND and equally the more Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, 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;
- grouping children by ability and setting different tasks for each group;
- grouping children in mixed ability groups;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

Care is taken to ensure that any SEND or catch up interventions are timetabled to ensure that children are never routinely or frequently missing any one subject, and that all children have the opportunity to frequently take part in singing assemblies – never routinely missing these to take part in interventions.

By offering children a curriculum which is tailored to their needs, and through work with outside agencies, we hope to see that all children, including those from disadvantaged backgrounds and with SEND have the chance to succeed. These experiences will help build on each child's cultural capital, ensuring that skills which have been learnt have been remembered, therefore allowing for new knowledge bases to be created and built upon each year.

Health and Safety

At Lewknor we take health and safety of all subjects very seriously and always have risk assessments in place to handle any situations. In music it is the subject teacher's role to ensure that:

- Instruments are put away carefully after each session unless on display or in use the music area.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.