

# PINNER WOOD SCHOOL



## MUSIC POLICY

**Approval Authority:**

**Effective From:** September 2024

**Date Ratified by GB:**

**Next Review Date:** September 2026

**Signed by Chair of GB:**

## **Pinner Wood School** **Music Policy**

Children at Pinner Wood enjoy their musical experiences and make good progress as a result of high expectations for all. Every child can make and benefit from the universal language which is music. Enjoyment, engagement and success starts from the earliest stages of musical learning.

At Pinner Wood Primary School we recognise that music has the power to enrich all areas of children's lives and as such, it should be valued as a powerful and unique form of non-verbal communication that can enhance the way pupils feel, think and act.

We acknowledge that music education can improve self-discipline, creativity, collaborative working, aesthetic sensitivity and personal fulfilment. The skills acquired during music education can support pupils in making good progress in other areas of the curriculum as well as being valuable skills in themselves.

### **Aims**

To -

- Provide outstanding class music lessons by using specialist Music Teachers and through continuing development of expertise in music teaching for other members of staff who teach class music.
- Promote and support a varied music curriculum for all children
- Provide and promote opportunities for each child to develop an interest in music and development of their musical skills through an enriched curriculum.
- Provide learning experiences in music, which engender confidence and development of each child's abilities, free from inhibition.
- Encourage progression of achievement and continuity of learning in music through curriculum planning.
- Provide rich experiences and resources which promote musical knowledge, skills and understanding, in relation to a range of cultures and traditions
- Incorporate I.C.T in lessons where relevant.

### **Objectives**

At Pinner Wood, we believe that it is important to provide an inspirational music curriculum with an emphasis on practical music making and aural development  
We aspire to achieve this by -

- Providing activities that develop musical concepts and performing skills which build on previous teaching.
- Developing awareness of different cultures and traditions through music.
- Broadening pupils' understanding of the variety of styles and genres.

- Giving children access to a range of instruments in class music lessons.
- Offering various stimuli to provoke creative responses to music and other media through experimentation and investigating e.g. experimenting, improvising, singing, composing, listening and appraising.
- Encouraging the enjoyment of music and providing the opportunities to express ideas and feelings through music.
- Offering children the opportunity to experience personal satisfaction through making music together and developing the skills as individuals and groups so that they achieve to the best of their abilities.
- Teaching children a basic understanding of musical notation.
- Instilling a life-long love of music which will equip pupils to make choices, to evaluate, to recognise that music offers entertainment and recreation, social activity and a source of pleasure and of solace at different times.

### **Curriculum and Schemes of Work**

In EYFS at Pinner Wood, music is an integral part of each day.

Music is taught weekly to each class throughout KS1 and KS2. The principal categories of the National Curriculum are taught to each year group; these are Performing, Composing, Listening and Appraising. Pupils learn to understand and explore how music is created through the interrelated, fundamental elements of pitch, duration, dynamics, tempo, timbre, texture and structure.

Specialised musical vocabulary is taught, used and encouraged. Continuity and progression, as identified in the National Curriculum programmes of study for Key Stages 1 and 2 are at the centre of both long and short term schemes of work. The scheme of work used is bespoke for Pinner Wood and is underpinned by the New Model Music Curriculum. It uses a range of resources including Sing Up, Garage Band and other music websites to teach in a pupil-centred, logical and sequential manner. The history of music is taught through both the music lessons and the class teachers – with a listening focus on a different musical period each half term across the school.

In lessons, opportunities exist for the children to work as a class, in pairs, groups and individually. In EYFS we start with simple body percussion and untuned percussion before moving on to tuned percussion, then whole class recorder, and finally whole class ukulele. The school can also take advantage of whole class projects made available by Harrow Music Service. Singing is an integral part of most class lessons and additionally pupils have the opportunity and encouragement to sing during regular assemblies and specific singing assemblies in EYFS and KS1.

Instrumental lessons are made available via Harrow Music Service for specialist tuition and a variety of peripatetic teachers comes into school to teach small groups. The offering to pupils include keyboards, percussion, violin, guitar, woodwind, sitar and tabla. When they reach a suitable standard, children play and sing in local festivals and workshops alongside having the opportunity to perform in the school orchestra.

The school choir performs individually and with other choirs at events and works with professional singers in conjunction with HMS. They also seek community performances in line with their Heart of the Community school value. Other music clubs are offered throughout the year based on pupil interest, such as guitar club and orchestra ensemble.

The children have many opportunities to perform in and out of school during assemblies, concerts and shows throughout the year, including Song Fest, Guitar Fest, Piano Fest, John Lyons, Pinner Woodstock and Mozart workshops. There are also visiting guest musicians who perform and school trips organised where pupils experience live music at concerts.

Children at Grade One and above in an instrument also have the opportunity to perform in school assemblies.

### **Assessment**

Assessment helps to maintain a clear focus on pupils' musical progression. Information is collected and used to improve pupils' progress. Instrumental tutors and the specialist class music teacher observe and log progress, discuss and monitor pupils who need support, and (where possible) offer additional opportunities to those who show a talent for instrumental learning or vocal ability. Recordings of pupils' work are used regularly to help assess the standards of work. Pupils are involved in effective peer- and self-assessment.

Observations and assessments are reported to parents in annual written reports and occasionally at parent's evenings.

### **Resources**

Pinner Wood School has a large, dedicated Music Room which holds a large number of wide-ranging, multi-cultural untuned and tuned musical instruments. There is an extensive range of sheet music and teacher resource books and CDs alongside books on music and musical instruments in the school library.

### **Inclusion**

The music provision includes all pupils. The school knows the pupils well so that individual pupils are actively encouraged to participate in extra-curricular activities and other musical opportunities.

Respect is shown to all musical styles and interests.

The requirements of children identified as having special educational needs is met through a range of differentiated teaching and learning styles. Children are supported when necessary by additional adult staff.

### **Equal Opportunities**

Music is made accessible to all children, taking into account their educational, personal, cultural and social needs. Every child has the opportunity to perform on a range of instruments and to belong to extracurricular groups. Music teaching is broad enough to extend and encourage the higher ability learners to progress whilst remaining accessible to all.

### **Celebrations of Success**

It is important that children's success in music is acknowledged and celebrated appropriately. This is done through the displaying of music work and/or awards in some classrooms and other areas of the school. Musical achievements are celebrated in the Friday Assembly. Sometimes children perform their work to the rest of the school, to parents or to an outside audience. Audio and visual recordings may be shared to celebrate achievement during assemblies and via our website.

### **Training**

Staff are kept up to date with current requirements and other issues via Harrow Music Service termly meetings.

Staff can receive training and support from the Music co-ordinator within school or member of Harrow Music Service when/where appropriate.