

## Uplands Junior School

### Music Policy

### February 2024

#### Intent

The intention of music at Uplands is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. The curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem solving, decision making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

At Uplands, the children come to school to enjoy learning, whilst also respecting each other's differences and enjoying their rights. [This policy has also been written with the UN Convention on the Rights of the Child: article 12 \(respect for the views of the child\), article 23 \(children with disability\), article 28 \(right to education\) and article 29 \(goals of education\).](#)

It is therefore important that we allow the children to not only develop their musical talents, and to play to their strengths, but to help them explore their goals and aspirations, by providing them with a variety of exciting, new, musical experiences.

Music is a practical and creative expression of ideas, thoughts and feelings. Music provides opportunities to promote children's spiritual, moral, social and cultural development. It contributes greatly to the general ethos of the school.

#### Implementation

Musical skills are taught progressively through creative music lessons using the Kapow Music Scheme which follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding

and knowledge of the history of music, staff and other musical notations, as well as the interrelated dimensions of music.

Music at Uplands takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

All children are taught the knowledge, skills and understanding of Music as outlined in the programmes of study in the National Curriculum. Children are given opportunities to develop their musical skills and knowledge by being actively engaged in making and responding to music, through the mentioned strands.

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture, and dynamics - and use these expressively in their own improvisations and compositions.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross-curricular links with other areas of learning.

A Whole Class Instrumental Teaching (WCIT) approach has been adopted for the Year 4 children: a one-year Whole Class Music Curriculum programme, with weekly 45-minute lessons, that enhances musical learning through the study of two instruments from the same instrumental family.

### Impact

Assessment is part of the musical process. Teachers assess children's musical skills and development by making informal judgements as they observe them during lessons, as well as making recordings for evidence and talking to the children about their progress. Children also complete a 'Cold task' before and unit begins and a 'Hot task' after as a way to demonstrate their knowledge. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge, and vocabulary. At the end of the year, the teacher

makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum, which is recorded in the end-of-year report.

The expected impact of following this scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

### Equal Opportunities

All children, regardless of age, gender, religion, social background or ethnicity, have equal opportunities and access to a broad and balanced music curriculum. We value, and celebrate, the diversity of individuals at Uplands Junior School, giving our children every opportunity to achieve their best by taking account of or children's range of life experiences when planning for their learning.

As an inclusive school, we recognise the need to tailor our approach to support children with special educational needs, as well as those who are identified as gifted and talented. Appropriate arrangements are made by the class teacher/teaching staff to accommodate any specific needs that a pupil may have, thus enabling them to participate fully in all music lessons/activities. Equally, advice is also sought for any children demonstrating exceptional talent in music to ensure that their skills are capitalised on and that they are sufficiently challenged.

[Article 29](#): *Your education should help you use and develop your talents and abilities.*

Children are offered the opportunity to study a musical instrument with a peripatetic teacher. Peripatetic music teaching is organised by the **Wolverhampton Music Service**, and parents who wish for their children to take lessons, pay the additional music lesson fees. These lessons are taught to small groups of children who have chosen to learn one of a variety of instruments, such as cello, violin, viola, flute, clarinet or brass instruments. This takes place during normal lessons, from which the children are withdrawn for the duration of the instrumental lesson.

Every opportunity is taken for children to hear live music. Cross-curricular links are made where appropriate, to include visiting musicians, as well as Local Authority workshops. All children take part in a school-based production during the school year,

and there are additional opportunities for children to participate in local and regional music festivals.

***Article 13:** You have the right to find out things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends people.*

***Article 28:** You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

### CPD

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of the musical skills and knowledge. Staff are also supported by the music champion who uses staff meetings, staff questionnaires and one-to-one meetings to support who do not feel confident delivering the music curriculum.

## Music Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Ballads	Jazz	Pentatonic melodies and composition (Chinese New Year)	Mountains: creating compositions in response to an animation	Developing singing technique (Vikings)	India: traditional instruments and improvisations
Year 4	WMS Whole Class Instrumental Teaching		WMS Whole Class Instrumental Teaching		WMS Whole Class Instrumental Teaching	
Year 5	Composition Notation (Ancient Egypt)	Blues	Looping and remixing	Musical theatre	Holi: Composition to represent the festival of Colour	South and West Africa
Year 6	Fingal's Cave: dynamics, pitch and tempo.	Baroque	Film Music	Pop Art: Themes and variations	Songs of WW2	Leavers' singing

Units can be taught in a different order as long as they stay in the same year group.