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DateMarch 2023

Review...March 2025

Woodford Valley Church of England Academy

Music Policy

This School is committed to creating the ethos in which children can grow towards Christian life, learning and love.

Intent

Music is at the heart of culture in many societies, therefore it is only natural that we should help foster a love and understanding of it in the children we teach. It has a vital role to play in the spiritual and cultural development of children and provides a unique area for children to flourish and express themselves. At Woodford Valley, we aim to provide all children with a wide musical experience, both in terms of listening to a varied range of music, and through creating, playing, performing and enjoying music.

The aims of music teaching at Woodford Valley Primary Academy are:

- to inspire children and build confidence
- to have fun experiencing and appreciating music
- to provide all children with the opportunity to perform
- to encourage creativity through instrument playing and composing
- to learn about how music is made and written down
- to explore the history of music and how time, place and purpose have influenced it.

Implementation

At Woodford Valley, we aim to make Music an enjoyable and enriching experience for all, encouraging children to participate in a variety of musical experiences individually, as a class and as a school community. Our teaching focuses on developing the children's ability to sing in tune and with other people; through singing songs, children learn about the structure and organisation of music and the importance of listening to each other. We also teach them to listen and to appreciate different forms of music and explore different musical cultures from around the world. We teach children the fundamentals of music notation, often alongside the opportunity to learn the basics of playing recorder and tuned percussion in class. We

also aim for all children to develop their understanding of rhythm and beat and be able to participate at their own level within group performances.

In addition to class Music lessons each week, we offer a range of musical experiences as a wider part of our school curriculum. Some of these are regular events and are inclusive of the whole school community, such as our school productions, concerts and worship through songs. We also take advantage of other opportunities – for example, local music events, live performances or workshops – and we take part in cluster events with other schools where possible. Peripatetic teachers also offer the opportunity for violin, ukulele, guitar, keyboard/piano, clarinet, flute, drums, brass or singing lessons.

Planning

We want all children to have the opportunity to perform, compose and experience a wide range of music. To help us implement this at Woodford Valley Academy, we use a range of resources such as Charanga and Music Express as part of our curriculum planning, as well as building whole school performances into the school diary so that performance has space and priority to be experienced and celebrated. We organise these resources so that the topics that the children study in music build upon prior learning and enable progression of skills. We are part of the Wiltshire Music cluster which offers additional support and inspiration; for example, CPD, suggestions of resources and local event invitations.

Foundation Stage

We teach music in Reception as an integral part of their topic work covered during the year. As the Reception class is part of the Foundation Stage Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal, social and creative development, and within the Foundation Stage, Music plays a large part in all areas of the curriculum, from counting songs to foster a child's mathematical ability to learning songs from different cultures, which increase a child's knowledge and understanding of the world.

Impact

The school assesses children's' ability and progress in Music through informal observations made during lessons and performances, through discussion with pupils and occasionally through feedback from peripatetic teachers. Pupils' ability and attitude to learning in Music is reported to parents on the end of year report.

Monitoring and Evaluation

The Music Subject Leader is responsible for the standard of children's work and for the quality of teaching in Music. The work of the Subject Leader also involves supporting colleagues in the teaching of Music as appropriate, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The Music Subject Leader is responsible for giving the head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.