



Westcott Church of England School

High Street, Westcott, Aylesbury, Buckinghamshire HP18 0PH

01296 651360

office@westcott.bucks.sch.uk

www.westcott.bucks.sch.uk

Headteacher **Mr Barry Grace**

Music Policy

2021 - 2024

Music is a universal language that has a positive influence throughout our lives, prompting us to respond in both emotional and intellectual ways. Music is a unique mode of self-expression that we can use whatever our ability with spoken or written language. Creation and appreciation of music are key to our engagement with our own culture and with others.

About The Policy

This policy reflects the requirements of the National Curriculum Framework, which highlight the importance for every primary school child to have opportunities for sustained and progressive music lessons.

This policy reflects the school's values as applied to the teaching and learning of music. It should be read in conjunction with the framework provided by The National Curriculum, which sets out a rationale for teaching in the Music Curriculum.

Listening to and Appreciating Music

Rationale:

We want to prepare children for life-long engagement with music. They need to be confident to listen and respond to music of all kinds, from different cultures, traditions and times. They should feel comfortable to respond appropriately to music - physically (e.g. through dance) or emotionally, or intellectually through discussion.

Purpose:

1. Develop an appreciation of our rich musical heritage by experiencing, for example: worship songs and hymns; chants, songs and rhymes used for classroom learning; music that links to cross-curricular topic areas; music that accompanies activities such as dance; music that promotes a mood or emotion, such a serene music in a thoughtful classroom; or music that helps us tell a story.
2. Develop an awareness of some key elements of music, ability to listen for them, and confidence in using some appropriate vocabulary to describe and discuss music.
3. Develop an awareness of music from different cultures and eras.





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Guidelines:

1. Children should be encouraged to listen to music with the intent of understanding and appreciating it and responding in appropriate ways. The sophistication of their response is expected to increase as they progress through school.
2. Children should listen to music from “western” culture, and also be encouraged to have open ears when listening to music from other cultures.
3. There are many opportunities to include music in topic-based learning, some potential cross-curricular links being with Religious Education, Physical Education, Geography and World Cultures, History, Science, English, etc.

Making Music

Rationale:

Music is a unique and valuable mode of communication and self-expression, which is accessible to children regardless of their academic attainment. Music making as a group brings a sense of teamwork and community to the performers. Music performance can also give opportunities for individual achievement. Consistent study of music benefits brain development and can help achievement in other academic areas.

Purpose

1. To give pupils opportunities to participate in music making, and to enhance their confidence to take part.
2. To enable pupils to understand key elements of the music they make, and appreciate how these contribute to musical expression. These elements may include, for example, pulse, duration, pitch, dynamics, tempo, timbre, texture, melody, and structure.
3. To give opportunities for self-expression through music, whether improvised or composed and notated.

Guidelines

1. There will be set-piece occasions in which musical practice and performance happen, such as music lessons in class, school concerts or hymn-singing in collective worship. However, music making should also be encouraged in less formal situations, with or without an audience.
2. Each class throughout the key stages will have a weekly music lesson.
3. Progression and differentiation are as important in music as in any other subject. All children should be able to engage with musical activities in ways that are accessible and rewarding for them.
4. We should assess and record pupil progress in music, using the appropriate school system for doing so.



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5. Pupils are encouraged to access specialist instrumental / vocal lessons from peripatetic teachers when these are available in school.
6. Pupils' own culture and influences should be valued and respected, and curiosity about a range of music genres should be encouraged.

Resources

1. We have a collection of musical instruments kept in the Hall / Entrance Hall.
2. There is a huge range of music education resources available online, such as BBC Ten Pieces,
3. Collins Music Express is available as a resource and teaching scheme.

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