

Uplands Junior School
Music Policy
March 2020

Intent

We actively promote and foster a musical culture at Uplands with a curriculum that aims to stimulate, engage and inspire every child to develop a love of music, whilst increasing the confidence they have in their talents as musicians. It is a curriculum that is continually evolving, in order to embrace and reflect changes in musical culture. For this reason, the children's ideas and input are actively encouraged, in order that they are engaged in helping to create, adapt and shape a curriculum that is exciting, current and relevant to them.

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.

The aims and objectives of Music are to enable the children:

- to perform, listen to, review and evaluate music across many periods through history as well as different genres, styles and traditions, including the works of the great composers and musicians.
- to learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- to understand and explore how music is created, produced and communicated, including through the inter-related dimensions of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Pupils are 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 are 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.

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 following areas of learning:

- performing
- composing
- appraising
- listening
- singing

Musical skills are taught progressively through a combination of creative music lessons, and discrete weekly singing lessons. Through Wolverhampton Music Education Hub, the school has subscribed to The Charanga Musical School scheme, which provides staff with a week-by-week programme of lessons and supports all of the requirements of the new National Curriculum. It offers an integrated, practical, exploratory and child-led approach to musical learning, where the interrelated dimensions of music thread through the units to encourage the development of musical skills.

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. A progression route for smaller groups of children, who wish to continue learning an instrument as a result of the Year 4 WCIT programme, has been developed: 'Flying Fives'. This extends the teaching of one instrument, from the previous Year 4 WCIT, into Year 5, providing weekly teaching to these children and an opportunity for them to join 'Fusion Fives': an ensemble that takes place at Wolverhampton Music School, created especially for Year 5 instrumentalists with previous WCIT.

Curriculum Links

The use of music throughout the curriculum can be hugely valuable in supporting and promoting learning. Teaching staff consider how music and singing can be used in all subject areas to facilitate learning and enhance the learning experiences of our pupils when planning units of work linked to other areas of the curriculum.

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. 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.

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.*

Charanga unit overview

YEAR GROUP	UNIT AND TERM			
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2
YEAR 3	Let your spirit fly R&B, Western Classical, Musicals, Soul	Glockenspiel Stage 1 Learning basic instrumental skills by playing tunes in varying styles	Three little birds Reggae	The dragon song A little bit funky and music from around the world.
YEAR 4	Whole Class Instrumental Tuition (WCIT) – Ukulele and Guitar			
YEAR 5	Living on a prayer Rock	Classroom Jazz 1 Jazz	The Fresh Prince of Bel Air Hip hop comparison with Make you feel my love Pop ballads	Plastic (KS2 Topics) Songwriting
YEAR 6	Happy Pop/Motown	Classroom Jazz 2 Jazz, Latin, Blues	Hip hop course Hip hop, rap	Dancing in the street Motown
				Reflect, rewind and replay Western Classical Music
				Bring us Together Disco
				Reflect, rewind and replay Western Classical Music and your choice from Year 3
				Music and me Music and identity: inspirational women
				You've got a friend The music of Carole King
				Reflect, rewind and replay Western Classical Music and your choice from Year 6

* Year 4 WCIT to be monitored and reviewed, in line with our music programme across school, moving forward into the next academic year.