



Music Policy

Including updated Covid-19 Guidance for Music in Schools

Wadsworth Fields Primary School

2022-23

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MUSIC POLICY

STATEMENT

Music is a foundation subject within the National Curriculum and forms part of the Early Years Foundation Stage curriculum. Music is a form of personal expression and forms part of our culture. Music is a powerful and unique form of communication that can change the way pupils feel, think and act. It is a subject which is practical and creative and can be of benefit to all children in developing imagination, self discipline, the ability to listen attentively, to express thoughts and feelings and to develop aesthetic appreciation. Music should be enjoyed by all and should form an integral part of the school culture.

EQUAL OPPORTUNITIES

At Wadsworth Fields we have a philosophy of equal opportunities for all children irrespective of gender social or ethnic background or ability. All children have the opportunity to participate in wide range of musical activities.

SPECIAL EDUCATIONAL NEEDS

At Wadsworth Fields Primary we are strongly committed to supporting all children with a special educational need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults within and out of the classroom.

We ensure that all children with special needs are involved in all musical activities at the appropriate level, giving support as necessary to ensure participation and enjoyment. We recognise that music can be particularly important for some children with special needs. Children who are identified as able and talented in music are given more demanding parts / pieces to sing during music productions.

AIMS

These aims are intended for all pupils in school. How they are implemented will be dependent upon the age and ability of the children.

1. To encourage awareness, enjoyment and appreciation of music in all its forms.
2. To help children of all abilities to develop confidence and positive attitudes and to experience success and satisfaction in music
3. To offer opportunities to all children to perform, compose, listen and appraise.
4. Provide opportunities for children to appreciate, enjoy and respond, with an 'open mind' to a wide range of music.

5. To promote and broaden knowledge, skills and understanding in music, in relation to their own and other's traditions and cultures.
6. To enable children to become critical listeners.
7. To give children access to a wide range of practical music making activities.
8. Provide opportunities to express ideas and feelings through music
9. To promote continuity and progression through careful planning and monitoring to ensure the sequential development of musical concepts and skills
10. To promote a music curriculum with relevant differentiated experiences.
11. Develop skills and attitudes that can support learning in other areas eg listening, concentrating, self confidence, working with others.

PLANNING

1. The new Model Music Curriculum: Key Stages 1 to 2 (March 2021) and the Development Matters document (Sept 2020) are used as the basis for music planning. The National Plan for Music Education 'The Power of Music to Change Lives' has also been considered when planning the music curriculum and developing the music action plan.
2. Music is also planned as part of a creative, cross curricular approach linked to the termly themes and topics.
3. Throughout school, teaching and learning in music is planned using the 'Charanga' music website linked to the new curriculum. Teachers can access units of work each term and children can log on to the website as well. The website has all resources and lessons plans that staff require to teach a module of work.
4. In the Foundation Stage music is an integral part of daily routines and of the ongoing curriculum for creative and physical development and communication, language and literacy. Music is used to support learning in all areas of the early years foundation stage curriculum.
5. All children take part in a weekly singing session led by the Key Stage leaders who have a musical background. This culminates in a half termly performance by each Key Stage to the other children.
6. A wide range of music is used in dance and yoga sessions
7. Teachers plan for age and ability appropriate practical music making, both oral and instrumental, listening skills and critical evaluation.
8. When planning, teachers try to include a wide range of music from different countries, cultures and ages.
9. All children in Yr 1-6 have a 1-hour weekly music lesson led by a music specialist during PPA.

**THE FOLLOWING STATEMENTS ARE ALL SUBJECT TO CURRENT COVID RESTRICTIONS AND GUIDANCE SET OUT BY THE GOVERNMENT.
PLEASE SEE THE COVID-19 SECTION FOR SPECIAL MEASURES FOR CHILDREN AND STAFF WHEN TEACHING MUSIC AND SINGING TO RESTRICT THE SPREAD OF THE VIRUS.**

ORGANISATION

1. Class music sessions appropriate to age and ability, including singing, clapping, finger rhymes, music and movement, stories composition, listening and appraising, improvising.
2. Individual, paired or small group work eg children are encouraged to make their own compositions or accompaniments to stories, using the Charanga website.
3. Weekly singing sessions with the pianist, either whole key stage 'big or little sing'.
4. Musical activities/ experiences incorporated into daily routines eg tidy up music, lining up songs etc
5. Whole key stage singing sessions for special one-off performances eg The Christmas Carol Concert / summer concerts. Whole school performances to each key stage every half term.
6. All Yr 1-6 children have 1 hour whole class music tuition each week taught by a music specialist during PPA. In key stage 2, all children are learning a musical instrument during this session.
7. A number of children have guitar or keyboard lessons every week, provided by a music specialist from Inspire. These lessons are paid for by parents and are available to FSM children free of charge.

KNOWLEDGE, SKILLS AND UNDERSTANDING

There are four key areas to the development of musicianship set out in the curriculum document:

- Singing
- Listening
- Composing
- Performing

1. **Singing:** including good vocal production, careful listening and a sense of pitch. Pupils should be able to sing in harmony with musical delivery by the end of Year 6. Breathing, posture, dynamics, phrasing, context and vocal health are all aspects to be developed over time.

Suggested principles of Covid safer singing – subject to change

National and local guidance suggests that singing is considered safer when the following actions are taken:

- As required by national guidance, people with symptoms suggestive of COVID-19, or who are known to have been in recent contact with others who have COVID-19, do not participate in singing or attend singing events.
- Singing takes place only in larger well-ventilated spaces, or outdoors.
- Performance or rehearsal is for limited periods of time at a reduced level of loudness, using microphones for amplification if available.
- Limited numbers of people sing together.

- Singers are spaced at least 2 metres apart in all directions (at least 1 metre apart if the additional measures or controls recommended in government COVID-19 guidance for the performing arts are applied).
2. **Listening skills:** should broaden the musical horizons of children and help them understand how music is constructed and the impact it has on the listener. Teachers should choose music from a wide range of cultures and traditions. (See Charanga Scheme and new Music Curriculum for suggested repertoire)
 3. **Composing:** to develop melodies and short pieces, linked to the listening repertoire. They also need to respond to and read the graphic notation of music and begin to craft their own musical notation. They also need the ability to appraise their own and others compositions. Sessions should include the vocabulary to introduce concepts such as pulse/beat, rhythm, melody, dynamics, tempo and pitch. Children should be able to improvise in response to music using tuned and untuned instruments. Instruments should be handled with care and respect.
 4. **Performing :** to create, share and take part in musical experiences of all kinds. Children should consider stagecraft and audience engagement. They should try to collaborate musically with others and encourage peer feedback. Children and staff should consider how the use of musical technology can enhance music sessions.

ASSESSMENT, RECORDING AND REPORTING

Pupil progress is assessed in accordance with the expectations in the new curriculum and progress can be recorded using the Charanga website.

Ongoing formative assessment is used to monitor each child's progress in music, showing what has been learned/ achieved. Such assessment informs planning for the next steps for individuals, groups and classes.

In line with expectations for their age pupils may be assessed according to eg participation, enthusiasm , listening skills, performing, composing, response and understanding of musical elements and the ability to use appropriate musical language.

Assessment is an ongoing process brought about by:

- Observation of children
- Discussion with children
- Looking at / listening to children's work

The Charanga scheme contains assessments for each unit.

Whilst it is not statutory to keep records of individual children for reporting purposes it can be useful at times to keep examples including observations, written work and sound or video recordings.

Reporting to parents takes place verbally during the year at parents' information evenings and there is an annual summative written report.

MONITORING AND EVALUATION

Charanga units are evaluated each term by staff. This includes informal evaluation of class and individual activities as well as school concerts and performances.

The music subject leader will monitor medium and short term planning.

USE OF I.C.T.

Children will be able to incorporate the use of ICT in music through the use of: the Charanga website, ipads, CD players, computer software eg Compose World, Musical Leaps and Bounds, audio visual equipment and podcasts.

THE ROLE OF THE MUSIC SUBJECT LEADER

1. To support colleagues in their development of, planning and implementation of the Charanga website and in assessment and record keeping activities.
2. To work with the local Music Hub to provide CPD for colleagues in school.
3. To take the lead in policy development and the introduction of schemes of work designed to ensure the progression and continuity in music throughout the school.
4. To monitor progress in music and where possible analyse evidence from each year group where possible.
5. To take responsibility for the purchase and organisation of central resources for music.
6. To keep up to date with developments in the music curriculum and disseminate information to colleagues as appropriate.
7. To lead the co-ordination of musical events/ performances within the school.
8. To organise out of class activities/ events / visits to live performances.
9. To arrange for specialist music visitors or live performances to come into school as appropriate and where possible. .
10. To attend meetings with music subject leaders from other schools.

PROGRESSION AND CONTINUITY

The Charanga website contains progressive activities in each unit, linked to the age related expectations.

Staff have been made aware of the changes to the Charanga units, since the start of Covid-19.

The scheme follows the new music curriculum, ensuring a steady progression from one year to the next. Later units in the scheme are designed to build on and develop earlier units.

Continuity of experience allows children to build on their understanding and develop their skills fully. Consistency of approach throughout the school is essential and this will be a priority over the next year.

SCHEME OF WORK

The mixed age group plan on 'Charanga' is used throughout the school and forms the basis of our teaching. The scheme is used to ensure coverage of all aspects required in the National Curriculum and the Early Years Foundation Stage curriculum and to support our music teaching with the necessary details, activities, recordings and accompaniments. The scheme enables non music specialists to cover the curriculum. Teachers who have a greater knowledge and experience in teaching music may also use their own skill, expertise and creativity in planning and delivering the required elements of the music curriculum.

Staff have been made aware of the changes to the Charanga units, since the start of Covid-19.

Additional musical activities include singing sessions, music and movement and listening to music (eg at assembly times).

CULTURAL CAPITAL LEARNING OPPORTUNITIES

- Guitar and keyboard tuition with Inspire
- Whole class ukulele/ trumpet tuition for KS2
- Performances, Christmas concerts, Harvest Festival
- Community performances – eg WW1 with Symphonia Viva
- Summer music concerts
- Visiting musicians – eg Halle Orchestra
- Local and national performances eg Young Voices at Sheffield Arena

HEALTH AND SAFETY

- Children are taught from the earliest stage to use instruments carefully and safely
- Extra care is taken with electronic equipment and children's attention is drawn to potential dangers posed by electric sockets, plugs, cables and the misuse of electronic equipment.
- Appropriate steps are taken to ensure the hygienic use of blowing instruments such as the recorder.

[COVID-19 GUIDANCE FOR SCHOOLS \(May 2021\)](#)

[Music, dance and drama in school](#)

[You should continue teaching music, dance and drama as part of your school curriculum, especially as this builds pupils' confidence and supports their wellbeing. There may, however, be an additional risk of infection in](#)

environments where singing, chanting, playing wind or brass instruments, dance or drama takes place.

Singing, wind and brass instrument playing can be undertaken in line with this and other guidance, including guidance on working safely during COVID-19 in the performing arts.

Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs. Further information on the music education hubs, including contact details for local hubs, is available at music education hubs published by the Arts Council England.

Minimising contact between individuals

The overarching objective should be to reduce the number of contacts amongst pupils, and between pupils and staff, including for rehearsal and performance. As set out in the system of controls, this can be achieved through keeping groups separate (in bubbles) and through maintaining social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum.

If staff need to move between classes and year groups, they should try and keep their distance from pupils and other staff as much as they can, ideally 2 metres from other adults.

You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.

Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones. If they are shared, follow the guidance on handling equipment and instruments.

Performances

If planning an indoor or outdoor face-to-face performance in front of a live audience, you should follow the latest advice in the working safely during COVID-19 in the performing arts guidance, which provides details of how to manage audiences as well as carry out performing arts safely. If planning an outdoor performance, you should also consider the guidance on delivering outdoor events.

You may wish to still consider alternatives such as live streaming and recording performances, subject to the usual safeguarding considerations and parental permission.

Singing, and playing wind and brass instruments in groups

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow and strict social distancing and mitigation can be maintained.

When planning music provision, you should consider additional specific safety measures. There is some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. The government has published advice on safer singing.

Playing outdoors

Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.

Playing indoors

If indoors, use a room with as much space as possible, for example, larger rooms, rooms with high ceilings are expected to enable dilution of aerosol transmission.

If playing indoors, limit the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation. Advice on this can be found in Health and Safety Executive guidance on air conditioning and ventilation during the COVID-19 pandemic.

Social distancing

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate. Pupils should use seating where practical to help maintain social distancing.

Seating positions

Pupils should be positioned back-to-back or side-to-side when playing or singing (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Microphones

Use microphones where possible or encourage singing quietly.

Handling equipment and instruments

Measures to take when handling equipment, including instruments, include the following.

Handwashing

Require increased handwashing before and after handling equipment, especially if being used by more than one person.

Avoiding sharing instruments and equipment

Avoid sharing equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.

If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following government guidance on cleaning and handling equipment.

Instruments should be cleaned by the pupils playing them, where possible.

Handling scores, parts and scripts

Limit handling of music scores, parts and scripts to the individual using them.

Suppliers

Consider limiting the number of suppliers when hiring instruments and equipment. You should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use.

Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.

Pick up and drop off points

Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.

Individual lessons

Individual lessons in music, dance and drama can continue in schools and organisations providing out of school childcare. This may mean teachers interacting with pupils from multiple groups, so you will need to take particular care, in line with the measures on peripatetic teachers.

If there is no viable alternative, music lessons in private homes can resume, following the same guidelines, and additionally following the government guidance for working in homes, and the guidance for out-of-school provision.

In individual lessons for music, dance and drama, social distancing should be maintained wherever possible, meaning teachers should not provide physical correction.

RESOURCES

MUSICAL INSTRUMENTS

MAIN SCHOOL

Chime bars (lots)

Triangles -9 large 4 beaters

Triangles 7 small

4 small drums

3 sets of claves

2 guiros

3 rainsticks

2 cowbells

4 castanets
4 cabasas
6 half moon tambourines
8 tambours
Various beaters
12 maracas
5 small cymbals
2 large cymbals
6 wooden blocks/guiros
6 wooden blocks –various shapes
5 bell sticks
2 hand bells
2 strap bells
Boom whackers –various
7 sets finger cymbals
11 descant recorders
9 African drums
2 Yamaha keyboards
3 guitars
3 drums
2 cymbals
2 glockenspiels
2 large xylophones
1 karaoke machine

SINGING BOOKS

Main School

Kidsource assembly book
Someone's singing Lord
Merrily to Bethlehem
Disney songs
Life through a lens –Robbie Williams
World praise
Mango spice
Come and praise
Music express song book
Carol carol gaily
Okki tokki Unga
Harlequin
Ta ra ra boom de ay
Tinderbox x 2
Apusskidu x 2
Round about the seasons
Jolly Herring
Queen greatest hits

Sing about pets
Captain Noah and his floating zoo
Any dream will do (sheet0
Mary Poppins
Classic hymns
Songs for every easter
Jonah Man Jazz
I can play that -Beatle

Recorders:

Abracadabra Recorder 1, 1A, Teacher's book

CHRISTMAS BOOKS

The Orange Carol Book	Christmas Songs with Chimes
Merry Christmas	The Twelve Days of Christmas
Christmas Carols	Three Carols to Sing and Play
The Christmas Tree	Christmas Things to Sing
Carol. Gaily Carol	Merrily to Bethlehem
Christmas Tinderbox	Oxford Book of Carols
The Gigantic Star	Wriggly Nativity

Variety of Christmas production song books with accompanying CDs.

MUSIC SCHEME BOOKS

Music Express – Foundation Stage, Yr 1 and Yr2
Music Express songbook
Here we go shoolie shoo.

'SING UP' TEACHERS RESOURCES

Termly magazines and CDs accessible in main school staff room

This policy will be reviewed in Oct 2023
Alex Traylor
Sept 2022