

## Philosophy of Music Education at WPPS

At the core of music education at WPPS is the belief that children can be confidently creative and social musicians, both at WPPS, then into youth and adulthood. Children will be offered diverse opportunities to develop musically, with a strong focus on participatory music learning. David Elliott (Elliott, 2012) turns a phrase, music making, into an unusual and possibly clumsy sounding verb, but one that encapsulates music learning at WPPS - musicing. Musicing at WPPS is based on 4 core beliefs:

- 1. We create agency among all musicians, both children and adults.** This means we build on experiences, thinking about what our future musical achievements and legacies will be, but always thinking about music in the present. In order for this to work, music should provoke challenge, while being meaningful, interesting, culturally significant and on the whole, fun.
- 2. Making and listening to high quality music is important, but playing is the focus .** While making and listening are recognised as important, there is a hierarchy at WPPS, with a much stronger emphasis given to making music. Making music also requires practice which cannot be avoided and might not always be fun.
- 3. Products,** whether performances, compositions, arrangements, are important, but the process is paramount.
- 4. Context influences our outcomes.** It is important to keep the different and shifting contexts in mind. The local environment, relationships within the whole school community, as well as the quality of teaching and resources, largely influence the context. Since contexts constantly shift, music learning shifts too.

This music philosophy forms the framework upon which music learning, and by implication, progression, is viewed. But it does not stop with musical progression in isolation. The myriad extra musical benefits (Hallam, 2015) are also of great importance, providing a complimentary frame of reference around which musicing should be viewed. A link to Hallam's document is included below.

In order for this philosophy to be shared and developed into meaningful learning, it has to be anchored to a clearly defined sets of musical processes, building both knowledge and skills, including language, theory and technique. The WPPS progression document addresses this in tandem with a rigorous attention to consistent musical language.

### References.

Elliott, D. J., and Silverman, M. (2015). Music Matters 2nd ed. New York, NY: Oxford University Press.

Hallam, S. (2015). The power of music: A research synthesis of the impact of actively making music on the intellectual, social and personal development of children and young people. London: Institute of Education University College. <https://bit.ly/3m0K66k>