

Dinting Church of England Voluntary Aided Primary School

Music Policy

The school's vision statement is taken from Matthew 22 verse 39,

“Love Your Neighbour as yourself.”

Dinting School aims to create a happy, secure, stimulating and challenging learning environment, in which each child can develop to their full potential. Dinting School aims to create a family atmosphere in which Christian care is offered to all members of the school community.

Christian values are built into the ethos and teaching at Dinting School, promoting attitudes of mutual respect and responsibility.

Introduction

- Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.
- Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.
- The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

Aims

General

To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching Music at Dinting C.E (VA) and that these are applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of Music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.

Children

The aims of music teaching are to enable children to:

Key Stage One

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key Stage Two

- 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 interrelated 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

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Music.
- To attend and contribute to parents Meetings.
- To support their children with any Music homework activities that are set (please refer to Homework Policy).
- To praise their children for the good things that they do in Music.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

Governors

1. To appoint a designated link governor who will:
 - meet with the curriculum Subject Leader at least once a year to find out about;
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources;
 - c) how the standards of achievement are changing over time.
 - Visit School and talk to pupils about their experiences of the curriculum area.
 - Promote and support the positive involvement of parents in the curriculum area.
 - Attend training and other events relating to the particular curriculum area.
 - Report jointly with the Subject Leader
 - a) for the School Prospectus;
 - b) to the governing body with recommendations, if appropriate, once a year.
2. To be understanding and supportive of our aims in learning and teaching Music and review the Music Policy annually.

Implementation of the Music Policy

1. The 'Music Express' Scheme of Work

- The 'Music Express' scheme of work provides the basis of music lesson content from Foundation Stage to Year 6.
- This in-turn informs the medium term planning as to what is taught within Music teaching units.
- The short term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.
- Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught.
- If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher with the SL and senior members of staff.

2. Instrumental opportunities

Within the local scheme 'Wider opportunities' all children in Year 5 are given an instrument and weekly music lessons every other year.

- Opportunities are created for children to share their new musical skills in sharing assemblies and concerts during the year.

3. Extra opportunities

- There is a school choir which is made available to children in years 3-6. Alongside choir are many opportunities to sing in and for different parts of the community, e.g local charity and social events.
- Young Voices is made available every other year.
- Private guitar lessons are available to children in Key Stage 2 at a reasonable cost to parents.

4. Resources

- Music resources are many and varied, including:
 - a) Listening centres including tape recorders, CD players and headphones;
 - b) A large selection of tuned and untuned percussion instruments;
 - c) Other instruments including a class set of glockenspiels
 - d) The 'Music Express' scheme of work (FS to Year 6);
 - e) A vast range of song books, CDs, Christmas productions etc;

5. Homework (please refer to the School's Homework Policy)

- Music Homework is set for children in Years 1-6 at relevant times during the year.
- Homework provides opportunities for children to;
 - a) practise and consolidate their skills and knowledge;
 - b) develop and extend their techniques and strategies;
 - c) prepare for their future learning through out of class activities and homework.

6. Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with child's class/set teachers at least twice a year at parents evenings and receive an annual report in the Spring term.
- Parents/carers are encouraged to support their children with homework and to attend parents evenings.
- School also provides a number of opportunities for parents/carers to learn about what their child is learning via a termly curriculum newsletter and sharing assemblies.

7. Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
 - b) Learning and teaching.
 - c) Leading and managing staff.
 - d) Efficient and effective deployment of staff and resources.
- The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in Music and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self evaluation activities.

The Music Lesson: Good Practice

1. The Learning and Teaching Policy

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Dinting C.E (VA) Primary School. These apply to learning and teaching in Music as well as every other curriculum subject area.

2. Music Units of Work

- A progression of lessons will be planned over a five or six week blocked unit of work that is taught over a half term, approximating 19 hours over the year.

3. Music Lesson

- Within each Music session there will be the following elements;

- a) a clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
 - b) teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught;
 - c) a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.
- Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.
 - Musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

Music across the Curriculum

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

- Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.
- Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Music is reported on in the annual child's School Report.

Equalities

We believe that equality at our school should permeate all aspects of school life and is the responsibility of every member of the school and wider community. We will always strive to ensure equality of access to music for all pupils irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010)

Inclusion

Wherever possible we aim to fully include all pupils in music teaching. Through our music teaching we provide learning opportunities that enable **all** pupils to make progress. We set suitable learning challenges and respond to each child's individual needs.

Policy Reviewed October 2019

Policy will be reviewed October 2022