

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK
PRIMARY SCHOOL**



Music Policy

Date agreed: January 2021

Review date: January 2023

Signed: _____

Chair Board of Governors

Dover Park Primary School

Music Policy

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. It is a creative and enjoyable activity but can also be a challenging subject. It also plays an important part in helping children feel part of a community.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical genres, and to begin to form opinions and critique the quality of music.

The aims of music teaching at Dover Park Primary School are to enable children to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and Learning Style

At Dover Park Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children also learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to play a variety of musical instruments with control and sensitivity. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to improvise and compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Providing resources of different complexity depending on the ability of the child;

At present, specialist instruments that are learned are:

- Electronic keyboard: Years 5 and 6
- Glockenspiel: Years 3 and 4
- Recorder: Year 2

Music Curriculum Planning

Our school uses the commercial schemes Charanga (a digital resource) and Music Express for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the schemes of work mean that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term in each class and have been planned, where possible, to support the topic cycles. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum and Foundation Stage Statutory Framework.

Our music planning is geared to three aspects of progress:

- Increasing breadth and range of musical experiences;
- Increasing challenge and difficulty in musical activities; and
- Increasing confidence, sensitivity and creativity in the children's music making.

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Organisation

Music is taught in mixed ability classes throughout the school. Years 4, 5 and 6 are taught for 50 minutes each week by the Key Stage 2 music co-ordinator in the music mobile. Class teachers prepare and teach music at the Foundation Stage, Key Stage 1 and Year 3.

Foundation stage

We teach music in the foundation stage classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs 16 & 17 Expressive arts and design) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music to teaching in other curriculum areas

English: Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics: Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes.

Personal, social and health education (PSHE) and Citizenship: Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development: Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Dover Park Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music; they develop more positive attitudes towards other cultures and societies.

Music and ICT: Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Pupils use ICT to enhance their research skills, usually on the Internet, listen to music on the Internet and they record their own compositions and performances on the Music Mobile laptop. The Music Mobile at Dover Park is fitted with an Interactive Whiteboard which is utilised in many music lessons in all key stages.

Teaching music to children with special needs: We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and

balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the needs of individual pupils.

Assessment and recording

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to inform future progress. Pupils are also encouraged to make judgments about how they can improve their own work.

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 or Foundation Stage Framework which is recorded in the end-of-year report.

Audio recordings, use of a digital camera or a video may also be used to record work done.

Resources

Dover Park has a good range of musical resources:

Charanga Music School subscription

Sing up

Music Express

Class set of electronic keyboards with headphones

Tuned percussion: glockenspiels, xylophones, chime bars

Untuned percussion: drums, tambourines, maracas, triangles, claves, guiros, castanets, tambours, cabasa, vibraslap

The music room at Dover Park contains:

- piano
- drum kit
- stereo system
- laptop with internet connection

African Djembe drums are hired for 6 weeks from the Isle of Wight Music hub during the year for Year 6 to play as part of their topic on Africa.

A visiting peripatetic teacher from Wight Music Tuition provides drum lessons.

Pupils can also access other musical instruments through visiting peripatetic teachers.

Extra Curricular activities

We have a school singing group 'The DP Choir' which meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example workshops, school performances, Christmas performances, school assemblies and performances within the community.

Monitoring and Review

The work of the subject leader involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.