

# Dimple Well Infant School and Nursery



## Music Policy

Approved by Governors

October 2020

**" Music is the universal language of mankind." ...Henry Wadsworth Longfellow**

### **Introduction**

This music policy reflects the school's values and philosophy in relation to the teaching and learning of music. It outlines the purpose, nature and management, entitlement, implementation, assessment and review of music in the school. This policy should be read in conjunction with the relevant sections of the National Curriculum and in the case of Upper and Lower Foundation, the Early Foundation Stage Framework.

### **Rationale**

Music is a very creative and practical subject that develops an awareness of and response to sound. Music can be beneficial to all children, including children with special needs. Music develops children's imagination and is a vehicle for them to express personal thoughts and feelings. It encourages them to listen attentively.

At Dimple Well we are concerned with the development of the whole child and the development of musical skills which will help enable children to achieve their full potential and gain personal satisfaction. Music helps develop;

- Personal and social skills
- Co-ordination and physical skills
- Intellectual skills
- Communication skills
- Awareness of different cultures, times and places

Music can also help forge important links between home, school and the wider world e.g. school concerts, seasonal celebrations and concerts elsewhere.

- In implementing this policy due consideration to equal opportunities, with regard to race, gender and ability should be ensured with reference to the Race Relations Amendment Act 2000 and all other relevant legislation.

### **1.0 Aims**

Through teaching music at Dimple Well we aim to;

- Create a high-quality consistent approach to music teaching and learning across school.
- Give every child access to a broad, balanced and creative curriculum with practical, progressive musical experiences which are enjoyable, varied and stimulating.
- Make music an interesting and exciting experience in which all children will be actively engaged and challenged
- Provide children with skills, concepts and knowledge required for them to express their responses to ideas, feelings and experiences through making music
- Encourage the development of imagination, original thought and personal expression
- Enable children to develop their ability to appreciate and evaluate pieces of music
- Help children to develop an appropriate vocabulary to help them understand and express their own work and that of others
- Promote a musical curriculum with relevant differentiated experiences
- Promote progression and continuity in music through careful curriculum planning and monitoring
- Encourage children to value the contribution made to their world by musicians and composers from many countries, cultures and eras
- Develop thinking skills through encouraging children to ask and answer questions about their work, explore and develop ideas and to review and make judgements about their work
- Help children develop socially through collaboration
- Recognise ways in which ICT may be incorporated into and developed by the music curriculum to enhance the musical experiences of all children

## Roles and Responsibilities

### 2.1 The Governing Body

Governors have overall responsibility for the quality of music provision in the school.

### 2.2 Senior Leadership Team

The SLT has responsibility to ensure the music policy is implemented throughout the school through work scrutiny, lesson observation and discussion with pupils.

The SLT also monitors and evaluates the impact of policy development on the quality of learning, reviews the teaching of music in light of new developments and initiatives and develops staff to ensure that the quality of provision is secure..

### 2.3 Subject Manager

The Subject Manager has responsibility for improving the standards of teaching and learning in music to impact on pupil progress by means of:-

- Writing and updating the music policy
- Providing advice and encouragement regarding the teaching of music.
- Auditing and monitoring music resources.
- Monitoring and reviewing the teaching and learning of music.
- Attending courses, network meetings and disseminating information.
- Overseeing extra curricular activities, concerts.
- Reviewing strengths and areas for development through the School Music Education Plan
- Liaising with Wakefield Music Services (WMS) and Wakefield Music Education Hub (WMEH)

### 2.4 The Role of the Classroom Teacher/Music Leader

Classroom teachers have responsibility for:

- Implementing the music curriculum according to the policy document
- Ensuring high standards of teaching and learning within the classroom.
- Assessing pupil learning and setting appropriate targets to ensure progression in music
- Ensuring music is accessible to all pupils through differentiated activities and appropriate support.

## 3.0 Policy

### 3.1 Purpose of Music Education

Music is a unique way of communicating that inspires and motivates children. It is a vehicle for personal expression and it plays an important part in personal and social development. The school provides numerous opportunities for all children to play, sing, create and enjoy music, develop skills, to appreciate a wide variety of musical styles and genres and to begin to make judgements about the quality of music.

### 3.2 Teaching and Learning

In school, the music curriculum is based on the National Curriculum and the National Plan for Music.

Class music teaching has practical music making at its heart; Performing, Composing, Listening and Appraising are taught in an integrated way with sound as the predominant language.

- Children are given opportunities to:
  - Learn in a variety of ways by performing and composing music by themselves, in groups and as a class.
  - Express themselves creatively and to develop their musical skills through an understanding of the inter-related dimensions of music - pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices.
  - Develop skills in both listening and appraising and to evaluate their own and others' compositions and performances.
  - Develop an ability to read and write music using musical signs, symbols and staff notation
  - Develop an appreciation of music created by their peers, visiting musicians and the music of great composers and cultures across time, styles and genres
  - Develop their overall, confidence, self-esteem, creativity and resilience through musical activity.
  - Discover how music is produced, for example, through the use of instruments, musical processes and technology
  
- Children's achievements in music are promoted through a variety of performance opportunities within school and the wider community.
  
- The content of the programme of study is implemented mainly through Charanga and Music Express. The teaching of music is based on these schemes of work that are progressive and build on previous work and experiences.
  
- The teaching of music in Foundation Stage allows children to explore music through the Creative Development area of learning through singing, role play, story, dance and movement. They have daily access to a range of percussion instruments and sound makers.
  - The school encourages all children in Key Stage 1 to have the opportunity to experience a tuned instrument. This is implemented as follows;
  - Year 1 introduction of the "ocarina" in music lessons.
  - Year 2 introduction to early musical notation through playing the glockenspiel. Also opportunity to join our extra curricular recorder group.
  
- Outside musicians are invited to perform to the children to give them an experience of live music and professional musicians. These also include 'role model' visits from pupils from the High Schools and teachers from WMS

### 3.3 Instrumental lessons, Extra-Curricular & Ensemble Opportunities

- Children have additional opportunities to develop their understanding of skills in music through extra-curricular activities provided by the teaching staff. These include the Choir and Recorder Club.

- WMS also offer numerous ensemble opportunities through five music centres which the school actively promotes and encourages pupils to attend when ready. Families make a financial contribution for these lessons and ensembles with subsidies for families on low income or for Children Looked After.

### 3.4 Assessment, Recording & Monitoring

- Children are assessed on the knowledge of the Strands of Musical Learning , as stated in the new National Curriculum which are:

1.Listen and Appraise

2.Musical Activities

a)Games

b)Singing

c)Playing Instruments

d)Improvisation

e)Composition

Opportunities to access these strands are provided over the course of the year, and evidence from the children is collected usually in video form using the iPad then transferred onto an assessment grid with the terms WT,WA and WB to indicate whether the child is working towards ,at or beyond the expected level for their key stage.

- Children demonstrate their ability in music in a variety of different ways. Teachers 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 feedback, as necessary, to inform future progress.
- Pupils also develop their own skills to make judgements about how they can improve their own and others work. This ensures that it is clear to each pupil the next steps they need to make further progress and increase the quality and depth of their music making.
- The music subject leader monitors, looks at and listens to examples of children's work and speaks with children from each year group in order to monitor the expected levels of achievement in school.

### 3.5 Resources

- Resources are monitored annually by the music co-ordinator. Stock and maintenance checks are carried out on a regular basis in order to provide high quality musical resources.
- Music resources are mainly located in the school hall. These resources include ocarinas, Boomwhackers, 15 small glockenspiels, recorders, a large set of chime bars and a wide variety of tuned and percussion instruments that are stored in labelled cupboards.

