

Dilton Marsh C of E Primary School

Music Policy

Monitoring of this policy:

This policy has been developed by a working group made up of:

- Head teacher: Jill Hibbs
- Music Lead: Jill Hibbs

Schedule for review of this policy:

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| Created by: | Michelle Lawrence |
| The implementation of this policy will be monitored by: | Jill Hibbs |
| Monitoring will take place: | Annually |
| Next review date: | September 2024 |

This Policy should be read in conjunction with the following:

- Teaching and Learning Policy
- SEND policy
- Assessment, Marking and Feedback Policy

Intent

The new, revised curriculum for music aims to ensure that all children:

- Perform, listen to, review and evaluate music
- Sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Dilton Marsh Church of England Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. In line with our school vision, the objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life, in a safe, nurturing and challenging environment. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Understanding what it is to be British and the values of our nation are central to our work and through music, we intend to play a key role in this by developing a knowledge and appreciation of the traditions of British music and the ways in which music has been central to our culture throughout history.

Implementation

The music curriculum ensures students sing, listen, play, perform, create and evaluate. This is embedded in classroom activities as well as singing assemblies, various concerts and performances, the learning of instruments, and the opportunity to participate in extracurricular musical activities.

Planning

Through the Charanga scheme, children receive inclusive, fun and engaging lessons which promote a love of learning. The Charanga programme has been specifically designed for the teaching of music in primary schools and the lessons are planned in sequences to allow opportunities for children to review, remember, deepen and apply their understanding. The interrelated dimensions of music are taught in classroom lessons so that children are able to use some of the language of music in discussion, and understand how it is made, played, appreciated and analysed.

Delivery

In the classroom, children are given the opportunity to make music using instruments and non-musical idioms, and in doing so understand the different principles of creating sounds, as well as how to read a variety of music notation methods. They also learn how to compose, focussing on different dimensions of music and starting points, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum as this develops the understanding of musical elements without the added complexity of an instrument. Linking in with our British values, many lessons includes aspects and examples of British music, past and present.

Recording Learning

Learning is recorded and evidenced in a variety of ways, both written and digital, across all year groups to reflect the ability and diverse nature of the subject. Video recordings are made of live musical performances for the children to use as self-assessment and as children move through the school and progress in their learning, they are encouraged to make judgements about how they can improve their own work, taking ownership of their own learning. Teachers and children can give feedback based around practical learning.

Ensuring Progression

Children demonstrate their ability in music in a variety of different ways and the plan, do, check, review approach within the Charanga scheme allows plentiful opportunities for children to demonstrate their ever evolving knowledge and understanding in both practical and written tasks.

Impact

Music enables children to develop an understanding and respect of culture and history, both in relation to the children individually, and in relation to ethnicities from across the world. They will also be able to articulate the part British music plays in establishing our national identity and enhancing our culture.

As a result of their music lessons, children:

- Enjoy music in as many ways as they choose- as listeners, creators and performers.
- Dissect music and comprehend its parts.
- Sing and feel a pulse
- Develop their coordination, memorisation, language and reasoning skills and have an understanding of how to further develop as a musician.

Assessment, Marking and Feedback

The Charanga scheme follows a plan, do, check, review approach and is supported by planning and assessment documentation. Teachers assess children's work in music by making constant informal observations during lessons, utilising the facility to upload and store digital evidence of progression where appropriate. The Progression of Knowledge and Skills documents are a constant point of reference in evidencing the development of children's learning. On completion of a unit, the teacher will use this document to assess whether children are working below, at, or above the expected level.

Extra-curricular opportunities

Children are provided with opportunities beyond the curriculum to support their musical journeys. These include the opportunity to learn a musical instrument, watching concerts both in and out of school when restrictions allow, being exposed to musical talent and participating in school productions. External interests and talents are also encouraged and showcased in class and whole school assemblies, ensuring that everyone is challenged regardless of previous musical experience.

Equal Opportunities

Music as a subject is diverse and universally accessible. As such, activities are carefully planned, adapted and extended according to the needs within each class, stretching and challenging the most able and supporting those who will thrive with additional tools for learning, facilitating a positive learning experience for all children. The individual needs of SEND children are carefully planned following the whole school SEND policy.

The varied music curriculum also gives children an understanding of how to further skills less known to them, should they ever choose to pursue this interest, as well as the opportunity to develop life skills such as self-confidence, risk-taking, teamwork and pride in what they do, helping them to aspire to be their best selves, both in their time at Dilton Marsh Church of England Primary School and beyond.

"For Nothing is Impossible with God."

Luke 1 : 37