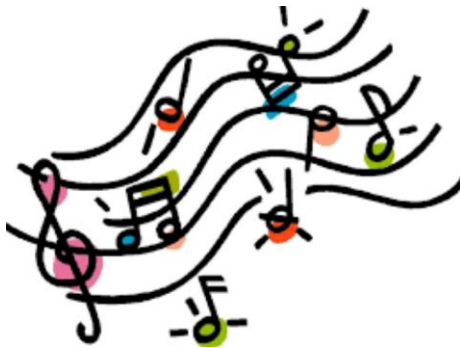




Dovecot Primary School



Date of review	
Reviewed by	
Signed	
Next review date	

Music Policy

DOVECOT PRIMARY SCHOOL

VISION STATEMENT

Learning together, growing together

Curriculum Intent Statement

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Our core values:

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

"Education's starting point should not be about us. It should be about them, their needs, their aspirations and goals."

(Dr Maggie Atkinson, Children's Commissioner for England September 2013)

The Importance of Music

‘Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.’ (DFE 2014)

‘Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the outside world. The teaching of music develops the pupil’s ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individually and communal, developing a sense of group identity and togetherness. It increases self-discipline and creativity, aesthetic sensitivity and fulfilment.’ (DFES and QCA, 1999).

Aims and purposes

Music teaching offers opportunities to:

- develop understanding and appreciation of a wide range of different kinds of music, developing and extending children’s own interests and increasing their ability to make judgements about musical quality
- acquire the knowledge, skills and understanding needed to make music, e.g. community music-making, and where appropriate, to follow a music-related career
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work. Examples being: listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others (*QCA Teacher’s Guide for Music, 2000*)

Organisation

Music-making comes in many forms. There are many enjoyable and valuable ways to get involved in music-making, and a wide variety of core skills to learn. These include:

- Singing
- Playing an instrument
- Rapping
- Beatboxing
- Reading music
- Writing lyrics
- Harmonising
- Organising music events
- Improvising
- Performing
- Recording
- Mixing

- Editing
- Producing
- DJing
- Composing

Singing

Singing is an integral part of our music provision at Dovecot. Singing encourages a child to express their emotions and sharpens their ability to communicate while exercising lip and tongue movement. But one of the biggest benefits of singing is the repeated use of the 'memory muscle'. Learning a piece of information attached to a tune embeds that information more rapidly in a child's mind. The majority of children learn the alphabet not by simply saying the letters but singing them.

As children get older the power of singing in their lives can still be extremely beneficial; singing can be a great teaching tool for children. It can be used as a creative and fun way to increase enjoyment and achievement in subject areas where children normally struggle.

At particular times of year, time is allocated to music for rehearsals of key performances. Such productions are seen as an essential enrichment activity for all pupils, as well as excellent team building opportunities; everyone is encouraged to take part in some capacity.

Curriculum

The Music curriculum at Dovecot is organised as part of a whole school curriculum plan. Children study three musical topics each year, with ongoing skills topics taught across key stages. The topics studied follow a scheme of work with particular reference to musical skills progression so that children can:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Other topics are chosen to link directly into the Learning Challenge curriculum so that children can make sense of and appreciate their learning both emotionally and culturally. (Refer to Curriculum Policy). The music curriculum is under constant review and updated to make purposeful and exciting links with the Learning Challenge Curriculum.

Foundation Stage

The curriculum is organised on an annual basis to enhance topics being taught by the classes and following the requirements of the Early Years Curriculum. By the end of the Foundation Stage children should recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

Key Stages 1 & 2

Music is delivered by specialist teachers to ensure high quality and high expectations of children's achievement.

Children are given the opportunity to work as a Key Stage, a year group, class, as part of a group or as individuals. The choice of class organisation will be determined by the learning task or activity, the nature of the topic being studied and the resources being used. Content covered in specialist class music lessons is reinforced by class teachers with resources available on the school computing network.

Skills progression is ongoing throughout KS2 and singing forms part of all music lessons.

In Year 4, all children have the wider opportunity of learning to play the guitar taught by a specialist teacher from Liverpool Music Service.

As part of our music provision, we aim to provide a strong foundation of music skills on key instruments that are based on the popular music genre.

Planning and Evaluation

Planning and evaluation is carried out by the music teacher, however, the class teacher is responsible for ensuring good progress of pupils. Music is planned, wherever possible, to enhance/reinforce the learning in other subjects. Evaluation is carried out on an ongoing basis and any necessary adjustments made in order to update planning for the next cycle of teaching. Collaboration with colleagues allows for feedback, opportunities for relevant curriculum links and to plan end of term performances.

The music teacher will also include in their planning a risk assessment outlining tools and materials which could pose a possible risk to pupils/staff using them. This is highlighted in red for easy reference.

Assessment, recording and reporting

Each child's performance in Music will be assessed by the music teacher, in collaboration with teachers from Liverpool Music Service when appropriate, against the Focus assessment materials used by Dovecot ('being a musician'). Recordings of performances, ongoing classroom work and completed pupil projects will also be made. Pupil progress is reported to parents in school reports. Pupils in Key Stage 2 are encouraged to be actively involved in monitoring their own progress against expectations.

The role of the Music Leader

- To deliver music lessons throughout the school as timetabled reflecting need
- To support colleagues in follow up classroom activities
- To plan pupil performances and musical events to enrich pupils' musical experiences
- To take responsibility for the purchase and deployment of central resources for music
- To keep self and other staff up to date with developments in music education by relevant reading, INSET, policy development and update
- To monitor and evaluate progress in music and take action to drive musical improvement in attainment and enjoyment across school
- To liaise with peripatetic staff about instrumental lessons and organise how this is delivered in school To liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to music

Inclusion and differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to support staff and/or class teachers play an active part in music lessons to ensure all children can access the activities.
- Musically talented pupils are identified via the music leader and/or peripatetic teachers. They are encouraged to take part in additional activities designed to deepen, broaden or accelerate their musical education, e.g. participate in extra-curricular musical activities. Differentiated learning challenges for the more able are highlighted in yellow in the planning.

By providing a way for children and young people to express themselves, music-making can also develop emotional intelligence and wellbeing. Research shows that the physical act of singing can improve mood, increase relaxation and reduce physical and emotional stress.

The power and influence music has on children's self-esteem, communication and interaction are not underestimated at Dovecot. On a small group basis, children across school benefit from musical intervention programmes which aim to support and develop children's learning potential.

Resources

All resources are housed in the Music Room.

Homework

Homework in music will be set in line with school policy.

Health and safety

"When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a) about hazards, risks and risk control
- b) to recognize hazards, assess consequent risks and take steps to control the risks to themselves and others

c) to use information to assess the immediate and cumulative risks
d) to manage their environments to ensure the health and safety of themselves and others
e) to explain the steps they take to control risks.” (National Curriculum)

- In particular shared recorders and other instruments with mouthpieces are disinfected after use.
- Children’s own instruments are stored in the music store room and taken home at the end of the day.
- Children involved in setting out instruments are instructed how to handle them safely.

Extra-Curricular Provision and Enrichment

Music is a passion at Dovecot, therefore, children are actively encouraged throughout school to take part in school musical activities such as choir, guitar playing and key stage productions.

Peripatetic music teachers offer additional music lessons for those children wishing to participate both through Liverpool Music Services. The range of providers ensures that we can teach the whole range of instruments from any age.

A variety of musicians and artists are invited to school to showcase music in its many forms such as Bhangra Dancing, Pop Project, African Drummers etc.

We value cultural diversity and understand how important it is that our curriculum reflects the multicultural society in which we live. Music provision is an ideal medium from which to explore and share different communities’ musical involvement. We, therefore, ensure that children experience songs and musical instruments etc. from a variety of cultures and traditions from those of a more classical nature to ‘popular’ music today.

Musical Events across the school year:

- Reception & key Stage 1 Nativity
- Key Stage 2 Carol Service
- Musical performances for parents (solo, ensemble performances, choir and band)
- Choir performances in the community
- Year 6 end of year production

We hope that children leaving Dovecot, having experienced a wealth of musical content, will have the skills and experiences enabling them to continue their music making journey. We have close links with the local secondary school and participate in a number of performances across the year as well as those specifically designed to support the transition.