



## **Dringhouses Primary School**

# **Music Policy**

## **MUSIC POLICY**

*'Most children will have their first experience of music at school. It is important that music education of high quality is available to as many of them as possible: it must not become the preserve of those children whose families can afford to pay for music tuition. While music touches the lives of all young people, the disadvantaged can benefit most.'*

(The Importance of Music – The National Plan for Music DfE 2011)

*'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.'*

(Music National Curriculum KS 1& 2 published 2013)

### **Rationale**

Dringhouses Primary School considers music of central importance to a broad and balanced education, and upholds the value of the statements above. Music has a high profile at our school.

### **Aims and Objectives**

- To make music exciting and enjoyable, helping all children to find pleasure in making music.
- To motivate children to participate in music-making activities.
- To encourage children to appreciate music of many different types and from many different cultures.
- To include all children, taking account of their needs, abilities and interests.
- To give children a range of musical experiences.

### **The Curriculum**

At our school, the study of music is divided into seven different areas of study which cover and extend the requirements of the music national curriculum.

- **Singing** - unison & part singing a wide range of songs from our own and other cultures.
- **Listening** - children are given the vocabulary to describe & contrast a wide variety of different styles of music.
- **History of Music** - children have a broad idea of the development of music, particularly western classical and pop and how these have been influenced by other cultures.
- **Dalcroze** - regular active listening exercises including gross and fine motor skills designed to develop children's awareness of rhythm.
- **Recorder Karate** - our main tool for the teaching of reading standard notation.
- **Improvisation and Composition** - opportunities for children to make their own creative response through music.
- **Ensemble playing** - rehearsing a whole-class performance.

## **Organisation**

Class music is taught by a music specialist in the music room. A wide range of non-tuned instruments and tuned instruments are available.

## **Music Lessons**

During curriculum music lessons children benefit from working in small groups, individually or as a whole class. Age, ability, skills and equal opportunities are taken into account when arranging groups and tasks. Co-operation, discussion, exchanging and sharing ideas and experimenting with sound are all encouraged and form an integral part of most lessons. Frequently, the lesson has a singing component in which children are encouraged to develop their voice, and these skills are reinforced in weekly whole school singing assemblies.

In the Early Years' Foundation Stage, opportunities for developing musical ability are available in enhanced areas of provision or continuous provision. It is also specifically taught to provide assessment information. There are daily opportunities to develop singing skills, through rhymes and songs, which cover many areas of the curriculum.

## **Other musical experiences**

- Children have opportunities to take part in various performances, both in and outside school, throughout their primary years.
- Children listen carefully to music when coming into and going out of assembly. Music for assembly is chosen from a range of countries, styles and composers, and is chosen to encourage a calm and quiet atmosphere, providing the opportunity for reflection.
- Children also have the opportunity to hear live music from visiting musicians when appropriate, such as taking part in CYC's 'Live Arts Week'.

## **Extra-curricular Music**

There are many opportunities for children to be involved in music at lunchtime and after school clubs including choir, recorder groups, orchestra and rock band. There are several peripatetic music teachers, who visit weekly offering keyboard, singing, guitar, woodwind, brass, violin, viola, cello, piano and rock band lessons. Parents make arrangements for these lessons directly with the teacher. The school pays for all pupil premium children to have one instrumental lesson a week.

## **Recording and assessment**

- A grade for attainment and effort is given for music in each child's annual report and an assessment of attainment is made at the end of Key Stages 1 and 2.
- In the Early Years' Foundation Stage children are assessed as emerging, expected or exceeding the Early Learning Goal.
- The Recorder Karate method gives children a clear idea of their progress on the recorder, based on the notes they can read and play.

### **Monitoring**

Monitoring of coverage and delivery of the music curriculum takes place in accordance with our monitoring cycle. York Music Hub and the music co-ordinator monitors peripatetic teachers regularly.

### **Maintenance**

Instruments and music are kept clean and tidy by school staff.

Policy Review date: 21 November 2016

Signed: \_\_\_\_\_  
Chair of Standards & Effectiveness Committee

Next Review Due: Autumn 2019