Darnhall Primary School

**Music Policy**

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**1 Introduction**

At Darnhall Primary we believe that it is essential to provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms.

At Darnhall Primary we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons.

We embrace the National Curriculum purpose of study which states: ‘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.’

National Curriculum 2014

**1.1 Aims and Expectations**

We aim to offer opportunities for children to:

Develop understanding of music through activities which bring together the requirements of

* performing,
* composing,
* listening
* appraising.

Children are taught to recognise the musical elements of:

* duration
* dynamics
* pitch
* tempo
* timbre
* texture

Children are taught to make music together, to understand musical notation and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

To achieve our aims, we ensure that the planned activities our children undertake are challenging, motivating, relevant and enjoyable. We give children confidence in their work by providing continual support and encouragement. The children are extended in their work in a way which develops their expertise. The children are provided with the very best resources possible.

**2 Our Curriculum**

**2.1 Foundation Stage**

The Early Years Foundation Stage curriculum lends itself to an integrated approach to learning. Nursery and Reception teachers plan quality learning opportunities for music and singing using the Early Years Curriculum. There is an emphasis on independence and child-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

**2.2 Key stage 1**

Pupils should be taught to:

* Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
* Play tuned and untuned instruments musically.
* Listen with concentration and understanding to a range of high-quality live and recorded music.
* Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**2.3 Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

* Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
* Improvise and compose music for a range of purposes using the inter-related dimensions of music.
* Listen with attention to detail and recall sounds with increasing aural memory.
* Use and understand staff and other musical notations.
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
* Develop an understanding of the history of music.

**3 Music curriculum planning**

At Darnhall Primary School we use the Music Express scheme of work for music as the basis for our curriculum planning. The Music Express scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible.

The teaching of Music offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Our groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Through their collaborative and co-operative work across a range of activities and experiences in music, the children develop respect for the abilities of other children and a better understanding of themselves. They also develop a respect for the environment, for their own health and safety and for that of others. They develop their cultural awareness and understanding, and they learn to appreciate the value of differences and similarities. A variety of experiences teaches them to appreciate that all people are equally important, and that the needs of individuals are not the same as the needs of groups.

**4 Assessment, Monitoring and Evaluation**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children’s work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work. Assessment is used as a tool for helping children to make future progress. At the end of a unit of work, the teacher will make a summary judgement about the work of each pupil in relation to the National Curriculum.

**5 Policy Review**

This policy should be considered alongside other relevant policies. It will be reviewed by the governing body as part of its schedule of policy review.

**Policy Review**

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| **Governors Policy Review Record** | |
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| Policy title | Music Policy |
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| Responsible Staff member(s) | Jacqui Perrin & Aaron Lambert |
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| Governors review by date |  |
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| For ratification at GB meeting date |  |

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| **Governor(s) name** | **Comments & review date** |
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