



Placing children's rights at the heart of all we undertake.
respect integrity humility equality care towards all



Learning at the heart, igniting possibility!

Dosthill Primary Academy

Music Policy

Reviewed by: L. Williams

Approved by: DPA Governing Body

Next review due: March 2020

Date: March 4th 2019

Date: March 26th 2019

Aims and values

Our core moral purpose is encapsulated in the vision statement for the school: Growing Ambitions, Building Futures. Our focus is on learning not just within and across subject areas but also the personal development of all learners who attend our school. We strive to inspire all learners to go beyond what they consider possible for themselves, to experience and try new things and to realise all aspects of their potential. There are no glass ceilings put on any of our learners; we wish to ignite a passion for learning and for life that will remain with them as they move on to their next phase of the learning journey elsewhere.

Rationale/principles

Music is a powerful 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. It helps pupils relate to others, forging important links between home, school and the wider world. We aim to develop the musical confidence and competence of each of our children in order that they can enjoy and appreciate the music of others and develop their own ability to perform and compose.

Rights Respecting School

In 2011 Dosthill Primary Academy registered to obtain the Rights Respecting Schools Award (RRSA). This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all of the relationships: between teachers/adults and learners, between adults and between learners.

This Policy relates most directly to the following article from the 'UN Convention on the Rights of the Child':

Article 28: *Every child has the right to an education.*

Article 29: *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

Article 31: *Every child has the right to relax, play and join in a wide range of cultural and artistic activities.*

Approaches to Learning and Teaching

In line with Teaching and Learning Policy at Dosthill Primary Academy teachers consistently:

- Encourage children to enjoy being challenged, to take risks and not be afraid of making mistakes.
- Use children's specific interests, prior knowledge assessments, questions to guide learning and teaching.
- Use a range of visual, auditory and kinaesthetic styles in order to meet but also develop children's less preferred learning style.
- Provide children with a range of learning outcomes (where appropriate offer a choice), such as debates, role-plays and oral presentations; investigation and problem solving; research and self-discovery, designing and making things, not always written outcomes.
- Introduce learning in the most effective way for the learning challenge (objective) adopting a flexible, imaginative, creative and inspiring teaching style.
- Where appropriate, provide all learners with specific challenge or extension tasks, encourage and motivate children to reach their challenge in order to inspire and extend children's learning potential.
- Use time targets and minimum expectations so that all learners are productive.
- Use oral and written feedback to motivate, guide and challenge all learners.
- Plan for and encourage children to extend their learning at home; valuing and sharing children's contributions and home learning.
- Use other adults, including visitors from the local and wider community, within the classroom effectively, sharing their experience and expertise.
- Use focused displays to motivate, support and enhance learning in classrooms and around school, checking

with children that displays are accessible for all levels of ability.

- Use Building Learning Power to support learner understanding of music learning objectives, and their role as global citizens.
- Use a multi-sensory approach to learning, e.g. film clips, music, sounds, ICT, the environment, artefacts and interesting items.
- Identify and gather appropriate resources for the lesson, modify materials and organisation to accommodate learners' specific needs and abilities.
- Provide and encourage children to independently use a range of resources to maximize their learning.
- Use the environment in the most effective way to maximise learning (inside and outside).
- Use educational visits and visitors to enhance learning.

But most importantly of all, teachers at Dosthill love learning with their children.

Objectives (pertinent to music)

“The best model for music education includes a combination of classroom teaching, instrumental and vocal music tuition and input from professional musicians. Partnership between organisations is the key to success.”

Extract from Music Education in England DfE/DCMS

To:

- plan musical activities in such a way as to encourage full and active participation and enjoyment by all children, irrespective of ability;
- develop the children's understanding of the elements of music (pitch, duration, dynamics, timbre, texture and structure) that form the basis of the music curriculum;
- encourage the children to use these skills through varied units of work which cover composing, performing, listening and appraising;
- ensure musical participation through whole school, class, group, or individual activities;
- provide a range of instrumental tuition. Music specialists provide tuition for instruments including the violin.
- promote enjoyment through listening to professional musicians who visit the school; a group of musicians from Entrust (formally Staffordshire Performing Arts) visit the school annually to perform a ‘live’, interactive concert for learners.

and,

- encourage children to participate in music-making activities outside the school, e.g. through local and regional activities organised by Entrust, other agencies and within the Fierté Trust.

Planning

The school follows the Cornerstones scheme of work and when appropriate, Sing Up is used to support this. Years R, 1, 2, 4, 5 and 6 receive specialist music tuition for 7 weeks in a year to support the teaching and learning of skills and understanding. There is also a music project, the K2M programme, where all year 3 pupils learn to play the violin, extend music reading skills, explore sounds and rhythmical patterns and refine performance techniques.

Throughout Key Stage 1 learners should be taught to:

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

- Play tuned and untuned instruments musically.

Throughout Key Stage 2 learners should be taught to:

- Play and perform in sole 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;
- Listen to and respond to a variety of music from different times and cultures;
- 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.

Meeting the needs of all learners

At Dosthill Primary Academy teachers consistently:

- Differentiate and adapt their planning in order to meet the needs of all the learners in their class, regularly annotating plans to ensure that specific needs are considered (see also the Gifted and talented/Special Educational Needs policies).
- Use questioning throughout a lesson to assess and review learning in order to challenge and support to all learners. If necessary adapt a lesson to meet all learners' needs. E.g.: if an activity is too easy/hard adapt it for specific children there and then.
- Use and value children's own self and peer assessments in order to assist planning and future differentiation.
- Judge the learners' understanding with accuracy and use this to inform future learning opportunities and planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures.
- Identify where a learner is, and provide necessary stimulus to ensure that learners recognise and accept the next stage of learning.
- Have high expectations and use of personal and social targets (linked to the Behaviour Policy) to motivate all learners to achieve to their full potential.

Assessment, Recording and Reporting

Currently music is not formally tracked or assessed.

Roles & responsibilities

Learning Implementation Team (LIT) Leader – Mrs Williams: to support staff with their subject delivery and to be up to date with current initiatives in order to cascade information to the staff as a whole, providing support and advice on music education within the school. Oversee the provision of resources. Liaise with specialist music teachers and Sara Kimber, specialist music teacher.

Music teacher (employed each Thursday): - Mrs Sara Kimber: to support the teaching and learning of skills and understanding in Years R, 1, 2, 4, 5 and 6. To provide a weekly song practice for Reception/Key Stage 1 and Key Stage 2. To liaise with the music leader to provide opportunities for learners to take part in musical activities within the Fierté Trust and the wider community.

Headteacher: to ensure staff are fully able to deliver the subject appropriately and that pupils are receiving their

entitlement.

Teachers and Teaching Support Staff: to ensure appropriate delivery of the subject.

Governors: agree and review the Music Policy on a regular basis. Question the Head teacher and others to ensure that the policy is implemented and impacts positively on the learning and teaching.

Learners: take an active part in their learning responding positively. Be an active participant in personalising and extending their own learning at school and at home.

Other adults including parents: realise that learning constantly takes place, not only within the classroom but in all environments. Value and recognise their role in shaping children's attitudes and lifelong learning experiences. Create positive relationships with all children. Recognise their impact on children's self-esteem.

Learning Environment and Resources

Phases have access to their own collection of percussion instruments and whole class glockenspiels for the delivery of non-pitched and pitched instrumental teaching. Key Stage 1 has a year group set of Ocarinas.

Monitoring and evaluation of the Policy

- **Annual review of Policy.**
- **In-depth review of Policy** for approval by Governors **three yearly.**
- **Review of medium term planning;**
- **Learning walks and lesson observations;**
- **Learner conferencing** – determined by the Area of Learning Leader;
- **Work scrutiny** – determined by the Subject Leader
- **Dissemination and review**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

The latest copy of the Policy is stored on RUnify for staff to access. It is shared with parents and carers via the school website.

The Policy will be reviewed annually (*Spring Term*) in line with the Governing Body Annual Planner.