



Deanery C.E. Primary School
Academy Status

Music Policy

April 2024

The Deanery School Christian Ethos

Our School Motto – ‘Ad Majorem Dei Gloriam’

Translated this simply means ‘To the Greater Glory of God’.

Vision

We believe that everything we do is a faithful response to God’s faithfulness, shown to us through Jesus Christ. Our vision is to reflect God’s Glory in every season of life, in all aspects, from the little things, to the big.

Beliefs and Values

We believe that God’s heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school.

We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

School Culture

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone’s place in the wider community.

Music Policy

British Values Statement

As identified in the British Values Policy, Deanery CE Primary School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi-faith and ever-changing nature of the United Kingdom, and therefore those it serves.

The school provides, through a wide range of activities, within and beyond the National Curriculum, and through our schools own Christian ethos and values, opportunities to reinforce British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of a person. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 From Nursery our children experience good quality music experiences which enable them to connect to various areas of the curriculum. By the end of their education at Deanery we want to see children who are confident performers and accurate listeners, have an awareness and appreciation of a wide range of music, be able to explain and use musical terminology accurately and be able to compose and express their own ideas, thoughts and imagination in a musical way.

1.3 The aims of music teaching are to enable children to:

- 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.
- To learn to sing and to use their voices
- To create and compose music on their own and with others
- To have the opportunity to learn a musical instrument
To use technology appropriately
- To 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

2 Teaching and learning style

2.1 At Deanery C of E School we make music an enjoyable learning experience. Music has four elements, which should be present in every music lesson. These are performance, composition, transcription and description.

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's

ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. Children will sing on a daily basis as part of Collective Worship and within classrooms.

We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Active listening to music is a vital part of musical education. Children need time to develop these skills with a variety of musical compositions.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them disciplined skills of recognising musical elements such as pulse, pitch, dynamics, timbre, tempo, rhythm and texture.

We also teach children how to work with others to make music and how individuals combine together to make sounds. We introduce children to musical notation and how to use this to compose their own music.

2.2 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity depending on the ability of the child.

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers.

Peripatetic music teaching is organised by the Local Education Authority's Music Service with the exception of a few private tutors. Parents who want their children to participate in these must pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the clarinet, saxophone, keyboard, piano, violin, recorder or drums and take place within the school day.

4 Music curriculum planning

4.1 Our school subscribes to 'Charanga' which is an online teaching tool that all staff can access. It is organised by year groups and themes and has a wide variety of resources which can be used to support music teaching. It is very interactive and offers differentiated activities which covers the performance, composition, transcription and description elements of Music. We have adopted using the Model Music Curriculum scheme from Charanga. These units focus on specific skills relating to the National Curriculum such as:

- Learning to listen (Year 1)
- Having fun with improvisation (Year 2)
- Writing music down (Year 3)
- Expression and improvisation (Year 4)
- Composing and chords (Year 5)

- Musical styles connect us (Year 6)

These units have been specifically selected as they allow children to access and meet the National Curriculum aims across their entire time at the Deanery.

Years 3 and 4 also do a specific tuned instrument unit during the academic year comprising of recorders (Year 3) and glockenspiels/chime bars (Year 4).

Our music planning is geared to three aspects of progress:

- Increasing breadth and range of musical experiences;
- Increasing challenge and difficulty in musical activities;
- Increasing confidence, sensitivity and creativity in the children's music making.

5 Foundation Stage

The musical journey at the Deanery starts in EYFS through 'Development Matters. During units relating to Expressive Art and Design, children will learn to listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings. They will learn to remember and sing entire songs, sing the pitch of a tone sung by another person ('pitch match') and sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. They will sing in a group or on their own, increasingly matching the pitch and following the melody.

This will lead to pupils learning to create their own songs or improvise a song around one they know, play instruments (untuned) with increasing control to express their feelings and ideas. Through dance and PE, pupils will listen attentively, move to and talk about music, expressing their feelings and responses.

The contribution of music to teaching of other curriculum areas

5.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a music setting, children develop their ability to communicate ideas effectively.

5.2 Mathematics

Music contributes significantly to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Music can also be linked with mathematics, as the rhythms and structures of music are mathematically based.

5.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common of goal making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important

role to play in building self-confidence. Participation in successful public musical performance is sometimes one of the most memorable things young people do at school. Often the meaning or topic behind our collectively sung songs is to do with PSHE.

5.4 Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at the Deanery C of E School have the opportunity to encounter music; they develop more positive attitudes towards other cultures and societies.

5.5 Computing and Programming

Technology is widely used within music lessons whether it is being used to listen to music or to record music. Children are encouraged to use and develop their technological skills in a cross curricular way. Children have access to programmes on the computers where they are able to compose pieces of music and then allow others to listen to their compositions.

5.6 Having an exciting music curriculum with clear skills to be taught, enables us to allow children to engage with a quality musical education. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in.

6 Teaching music to children with special education needs

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs, which includes hiring adapted instruments if necessary. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected milestones.

Our monitoring process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

7 Assessment and recording

7.1 Music is assessed termly using a 3 tiered best fit assessment criteria. These are:

- Working Towards Expected Level,
- Working at Expected Level,
- Greater Depth Standard.

This provides us with an overview of how music is being accessed and how it is progressing through the school, however teaching staff are able to give greater detail about specific aspects of the subject that pupils have accessed well, struggled to access or excelled at. With music being such a broad subject, involving a wide variety of skills, there are areas that some may show a particular flair for and then not demonstrate this in other. For example: a child may be able to

confidently talk about a piece of music they have heard using key vocabulary to describe the piece and its impact but then struggle with the performance element of the subject while using an instrument. This doesn't mean that this child is therefore not doing well at the subject. It only serves to highlight that the different branches of music can be accessed at varying levels of attainment.

7.2 The music subject leader has the opportunity to observe music teaching across the school and gathers comments from pupil interviews regarding music. Staff are also expected to record music learning and evidence it on 'Seesaw' which also allows them to showcase music learning on their class blog. Raising the profile of music at Deanery is integral to the subject's success and staff are actively encouraged to share music experiences on their blog pages and on the school website and social media.

8 Resources

There are sufficient resources for all music teaching in the school. We keep resources for music in a central store (the music room) where there are labelled boxes of instruments, listening materials and book based resources. A trolley is also available to enable the easy transportation and accessibility of resources around the school. There is a shared responsibility for resources to be used appropriately and treated with care by both children and staff. Resources will be purchased by the subject leader when needed.

9 The school choir/orchestra and musical events

We believe that music enriches the lives of people, and so wish to involve as many children as possible in musical activities. KS2 has a choir that is run at break times by one of our teaching staff.

We have a variety of musical groups who meet weekly – i.e. recorder ensemble, orchestra, string group. These groups take various opportunities to perform for the school and adults involved with the school.

On a daily basis music is used within our collective worship time. It may be that children listen to music or are actively singing a song. There is a weekly 'song' practise for each Key Stage. This music assembly is sometimes in preparation for church assemblies or musical performance and on other occasions it is purely to learn about and enjoy music and singing. Music is performed both live using the piano and recorded mediums.

As part of our daily collective worship assemblies, music is played for the children to listen to and think about as they enter and leave the assembly. In KS2, singing assemblies have been enhanced by chosen musicians performing for the pupils as they walk into assembly. This helps to increase the confidence of the performers and the expose pupils to different instruments, styles of music and available resources the school can provide.

Teaching staff are encouraged to use music within their classrooms so children encounter music being used in a variety of ways – such as focusing attention, motivating or inspiring children.

At various times, as the people are available, musical ‘experts’ are invited into the school to perform for the children (usually whole school or key stage assemblies). At times these musicians are also able to take groups of children for concentrated workshops about their musical speciality.

10 Monitoring and review

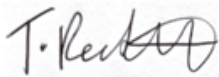
The music subject leader is responsible for the standard of children’s work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, providing a strategic lead and direction for the subject in the school. The subject leader will attend continued professional development training for their subject and feedback what they have gained to the teaching staff. The music subject leader is responsible for giving the senior leadership team a termly summary in which they evaluate the strengths and weaknesses in the subject and indicate areas for further development.

From this, targets for improvement and upkeep of aspects of music teaching and learning in the school are set by the music subject leader. They are to be recorded in the school development plan for the following year and will be allocated time at staff meetings for the music leader to cover the targets noted in the school development plan and to develop the musical skills and knowledge of teaching staff. The music subject leader has allocated time for carrying out the vital task of reviewing samples of children’s work and visiting classes to observe teaching in the subject.

Policy written by Mr T. Peckett

April 2024

Signed:



Dated:

April 2024



Approved by Jayne Luckett, Head Teacher

Presented to the Governing Body July 2024