

# Dawley C of E Primary Academy



*Enriching Learning, Enriching Life'*

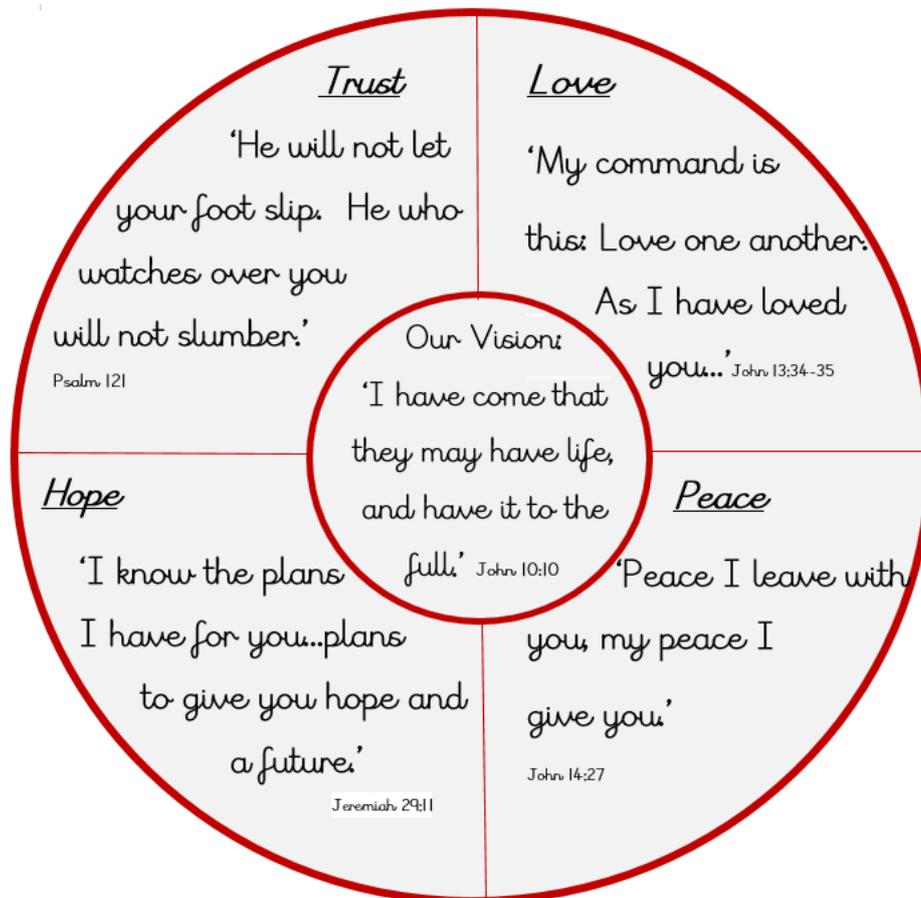
John 10:10 '...I have come that they may have life, and have it to the full.'

## **Music Policy (2021-2022)**

## Vision

*'I have come that they may have life, and have it to the full. John 10:10*

Our vision is to develop flourishing, caring children, equipping them with the skills to reach their potential. We believe in a curriculum that enriches lives, ignites interests, and engages children in real-life experience, as global citizens with an inclusive respect for others, readying them for their future, to live life to the full.



## Music Intent

This policy aims to ensure that all children at Dawley C of E Primary Academy are offered a deep and engaging Music curriculum that meets the requirements of the National Curriculum allowing them to reach their full potential and apply their musical skills across the curriculum.

By the age of 11 we aim for a child to be able to:

- work as part of an ensemble/band adding direction and ideas.
- create interesting melodies with instrument and voice.
- play a tune on a tuned instrument.
- understand the importance of warming up their voice, good posture, enunciation and breathing.
- use musical vocabulary confidently and competently when discussing music and my feelings towards it.
- confidently recognise/identify different style indicators and different instruments and their sounds.
- know that music can be written as notation and recognise some notes and markings.
- use interrelated dimensions of music when composing/improvising (e.g. dynamics, pitch, tempo, timbre).

### **Statutory requirements**

Statutory requirements for the teaching and learning of Music are laid out in the Model Music Curriculum 2021.

**In the Early Years Foundation stage (Reception)** children are given opportunities to:

- listen to music from around the world.
- find the pulse with support.
- try to sing within a pitch range and try hard to keep the timing of a song.
- take care of the instruments used and hold beaters correctly.
- begin to keep a beat on a percussion instrument with support and am beginning to improvise my own rhythms.

**By the End of Key Stage 1** children can sometimes recognise/identify where in the world music comes from. They understand how pulse, rhythm, pitch and perhaps also tempo and dynamics fit into music they listen to and can explain some of these too. They start to use musical words when they talk about music (for example pulse, rhythm, pitch, tempo, dynamics). Children can make up simple improvisations and compositions on their own and can keep a beat on a percussion instrument, beginning to improvise their own rhythms as well as using an app or other ICT software to programme their own simple compositions (eg. Garageband). They can perform to an audience, trying to play with confidence, control and rhythmic accuracy and can discuss their own performance recordings, looking at what went well and what they might do differently next time.

**At Key Stage 2**, children learn to work as part of an ensemble/band adding direction and ideas, and learn to compose more confidently, creating interesting melodies with both instrument and voice. They learn to play a tune on a tuned instrument and use musical

vocabulary confidently and competently when discussing music and their feelings towards it. Children learn the importance of warming up their voice, good posture, enunciation and breathing. They can confidently recognise/identify different style indicators and different instruments and their sounds. Using music theory knowledge, children know that music can be written as notation and recognise some notes and markings. They can also use interrelated dimensions of music when composing/improvising (e.g. dynamics, pitch, tempo, timbre).

## **Performance**

The Academy aims to help children:

- sing as part of a performance (singing may be solo, duets, small group, whole choir and whole school opportunities).
- Sing in front of an audience (audience may be other children, other classes, whole school, community performances, or at a venue.)
- Perform a musical composition.
- Perform using instruments.
- Reflect and respond to their own performances.

## **Listening**

The Academy aims to:

- encourage a love of music by regularly listening to and discussing music from around the world.
- encourage a love of music by regularly listening to and discussing music from different composers – including learning about the composers and the musical time period.
- provide a wide and stimulating variety of music including contemporary, classical and music from other cultures.
- build up a sound knowledge of different composers and musical styles.
- develop recognition of different instrument types.

Every child in our Academy has access to a musical instrument. We have whole class sets of Glockenspiels and children in Year 5/6 are encouraged to buy their own recorder so that they can take their musical skills home with them.

## **Music Implementation**

### **Approaches to Music**

The Academy aims to:

- give music a purpose – perform and develop an understanding of music with purpose.
- develop the children's confidence as young musicians.
- help children see music as a means to enjoyment, enhancement and educational benefit.
- develop musical skills by approaching it from a variety of angles – listening, composing, IT, performing, singing, theory and history.

## **Cultural Capital**

Children are introduced to a new composer every half-term in Worship, and as an Academy, we listen to, appraise and discuss the composer's music, learning about them at the same time through clips, Powerpoints, discussion and other informative practices. This is to promote a whole Academy approach to musical conversation.

## **Cross-curricular Music Opportunities**

Teachers seek to take advantage of opportunities to make cross-curricular links. They plan for pupils to practice and apply the skills, knowledge and understanding acquired through music lessons to other areas of the curriculum.

## **The Use of ICT**

Opportunities to use ICT to support teaching and learning in music will be planned for, for example, using Garageband to compose.

## **Choir**

Dawley Academy choir perform regularly at local events such as Christmas light switch-ons, for local residential homes and in larger scale performances such as Telford Sings. Children in the choir benefit from added workshops to develop their singing potential from stakeholder providers such as the Lichfield Diocese.

## **Performance**

Children at the Academy will be given opportunities for performance wherever possible, taking part in singing and musical events outside of school, for example, Recorder Festivals and Sing Up.

It is an expectation of our music curriculum that internal performance will also take place, and parents will be invited to watch where appropriate.

## **Music Impact**

### **Assessment**

Assessment criteria for music is linked to the music lessons accessed by the children for their instrument and singing lessons on Charanga. Videos are taken of performance half-termly which are used to evidence progress. Pupil voice is also gathered to ensure that children value, learn and progress in their musical knowledge.

Assessment is a critical part of teachers' planning and observation, feedback and performance will all be taken into account.

### **Equal Opportunities**

All children are provided with equal access to the music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

## **Conclusion**

This policy also needs to be in line with other School Policies and therefore should be read in conjunction with the following Academy Policies:

- Staff Handbook
- Teaching and Learning Policy
- Marking policy
- Special Educational Needs Policy