



## MUSIC POLICY

### INTENT

Downham Preparatory School and Montessori Nursery aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community. The school works towards these aims by:
  - Promoting high quality learning and exceptional attainment;
  - Providing high quality curriculum entitlement and a high quality learning environment;

### MUSIC POLICY INTRODUCTION

- Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.
- Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.
- The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

### AIMS

#### General

To ensure all staff, children and parents are aware of the aims for learning and teaching Music at DPS and that these are applied.

#### School Staff

- To promote a confident, positive attitude towards the learning and use of Music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.

#### Children

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work.
- To develop an understanding and appreciation of different types of music from around the world.

## **Parents and Carers**

- To be understanding and supportive of our aims in learning and teaching Music.
- To attend and contribute to Teacher Consultation Meetings.
- To praise their children for the good things that they do in Music.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

## **IMPLEMENTATION OF THE MUSIC POLICY**

### **1. EXTRA OPPORTUNITIES**

- There is a school choir which is made available to children in years 3 - 6.
- Instrumental Music lessons are available to children at a reasonable cost to parents.

### **2. RESOURCES**

- Music resources are many and varied, including:
  - a) A large selection of tuned and untuned percussion instruments;
  - b) Other instruments including guitars, keyboards, recorders etc.;
  - c) A vast range of song books, CDs, Christmas productions etc.;
  - d) Samba Instruments
  - e) Keyboard instruments with headphones available to each child on a one-to-one basis
  - f) A set of African Djembe.

### **3. PARENTS/CARERS**

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with child's class/set teachers at least once a year at Teacher Consultation Meetings and receive a report at the end of the Christmas and Summer terms.

### **4. SUBJECT LEADER**

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
  - a) Strategic direction and development.
  - b) Learning and teaching.
  - c) Leading and managing staff.
  - d) Efficient and effective deployment of staff and resources.
- The role of the Subject Leader is detailed further in the Subject Leader Job Profile.
- The Subject Leader has regular discussions with the Headmaster and other senior leaders about learning and teaching in Music and provides an annual summary report (Subject SEF) about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader has specific allocated time for subject self evaluation activities.

## **THE MUSIC LESSON: GOOD PRACTICE**

### **1. The Learning and Teaching Policy**

- The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at DPS. These apply to learning and teaching in Music as well as every other curriculum subject area.

### **2. Music Units of Work**

- A progression of lessons will be planned over a five or six week blocked unit of work throughout the year.

### 3. Music Lesson

- Within each Music session there will be the following elements;
  - a) a clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
  - b) an element of Speaking and Listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences;
  - c) teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught;
  - d) a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.
- Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.
- Musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

### **MUSIC ACROSS THE CURRICULUM**

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

- Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.
- Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

### **IMPACT**

- Pupils will develop connection with their peers during individual, small group and class instrumental performance, expressing themselves and finding a sense of understanding.
- They will have been taught the required musical skills to perform to the best of their abilities.
- They will celebrate their peers' performances, recognising achievements.
- The power of music will be explored and celebrated as a means to affect their mental states; to energise and motivate or to sooth and encourage.
- Pupils will learn songs and melodies which have the power to inspire, guide or reflect on situations, events, places or festivities, uniting them through imagination and creativity.
- Each year, the children will have the chance to perform in either the Nativity or Carol Service and as part of the school summer show.

### **ASSESSMENT, RECORD KEEPING AND REPORTING (PLEASE REFER TO THE SCHOOL'S ASSESSMENT AND TEACHING AND LEARNING POLICIES)**

- Children's standards and achievements in Music are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.
- Music is reported on at the end of the academic year in each child's School Report.

### **INCLUSION (PLEASE REFER ALSO TO THE SCHOOL'S INCLUSION POLICY)**

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

- Successful inclusive provision at DPS is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.
- Children that are 'talented' for music will be given the opportunity to work with the Music Subject Leader to prepare pieces of music to be performed in assemblies; as individual items and also as background music whilst children enter and leave the hall.

## **MONITORING AND REVIEW**

- The Principal and Music Subject Leader will monitor the effectiveness of this policy on a regular basis.
- This policy will be reviewed at least every two years.

<b>Principal:</b>	Mrs E. Laffeaty-Sharpe	<b>Date:</b>	January 2023
<b>Subject Leader</b>		<b>Date:</b>	January 2023

**REVIEW DATE: January 2025**