



DOLPHINHOLME CE PRIMARY SCHOOL

Music Policy

Mission Statement:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.

Our Vision

At Dolphinholme CE Primary School we provide a wide range of opportunities for pupils to develop their spiritual, moral, social and cultural identity so that they can thrive as they grow and develop in these areas in school and the wider world. Our pupils' spiritual, moral, social and cultural development gives them the skills to be thoughtful, caring and active citizens in school and in wider society which we develop and nurture through a range of activities and opportunities both within and outside the school environment.

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school. Here, core component knowledge and skills in music strands such as pitch, rhythm, composition, improvisation, singing and appraising are sequentially built upon through regular and varied practical music-making experiences.

Curriculum

Breadth Of Study

- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination, creativity and self-expression.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, sing, compose, listen and appraise.

Children are taught in a wide variety of ways to perform musical songs during assembly, dances including participating in productions and carol singing at Christmas and productions in the summer term. We currently use the Lancashire Music Service to support us in our music curriculum and we use their scheme Charanga to deliver lessons across the school. We also offer brass, keyboard and singing lessons with a specialist teacher.

Composing Skills

Children create musical patterns and are shown how to explore, select and organise musical ideas, recording these in a variety of ways.

EYFS



I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.
John 15:5

Our Early Years music curriculum follows the 'Expressive Arts and Design' aspect of the EYFS framework. This culminates in our Reception children learning and performing a range of songs, learning to listen to music and developing their abilities to express themselves through music. Here, they are introduced to fundamental music vocabulary, focus on fine and gross motor practice and develop an awareness of basic rhythm. Our children regularly experiment with sound, use their bodies to respond to music and sing. Children practise these skills regularly and are given the opportunity to perform in front of their peers.

Assessment For Learning

Children are given the opportunity to explore and explain their own ideas and feelings about music, using music dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their work and that of others. Assessments are carried out informally by the teacher and teaching assistant (if available) during lessons, when notes can be made and kept on file. Formal assessment is made against the attainment targets to track pupil progress annually. Progress and achievements made by pupils in this subject are reported annually to parents in individual pupil reports.

SEN

Children with SEN are taught within the weekly music lessons and are encouraged to take part when and where possible. Where applicable, children's IEPs incorporate suitable objectives from the chosen curriculum and teachers keep these objectives in mind when planning work.

When additional support staff are available to support groups or individual children they work collaboratively with the class teacher.

Cross Curricular skills and links

Our creative topics outline skill coverage and ideas for musical activities for each year group. We have access as a school to the Lancashire interactive music scheme known as 'Charanga' which allows us to download activities and songs to use within the classroom. KS2 children take part in the annual Lancaster Singing Festival

Resources

Musical instruments are stored in the loft and in storage boxes in the hall and classrooms. Some of our instruments are on loan from Lancashire Music Service.

Role of the Subject Leader

The subject leader will:

- Lead the development of Music education in the school.
- Provide guidance to individual members of staff.
- Keep up to date with local and national developments in Music and disseminate relevant information.
- Liaise with Lancashire Music Service, securing specialist teachers and the use of resources.
- Order stock linked to the curriculum area.

Health and Safety

Great care is taken over the handling of instruments –

- Removal and placing back of instruments is always carried out by members of staff.
- Setting up of electrical instruments such as keyboards is always carried out by staff.



I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.
John 15:5

- Anti – bacterial wipes must be used each time an instrument that is placed in the mouth has been used.

Equal Opportunities

We value each child as a unique individual. We will strive to meet the needs of all our children and seek to ensure that we meet the requirements related to matters of inclusion.

Music subject leader: Dianne Cross

September 2022

To be reviewed September 2023



I am the vine; you are the branches. If you remain in me and I in you, you will bear much fruit; apart from me you can do nothing.
John 15:5