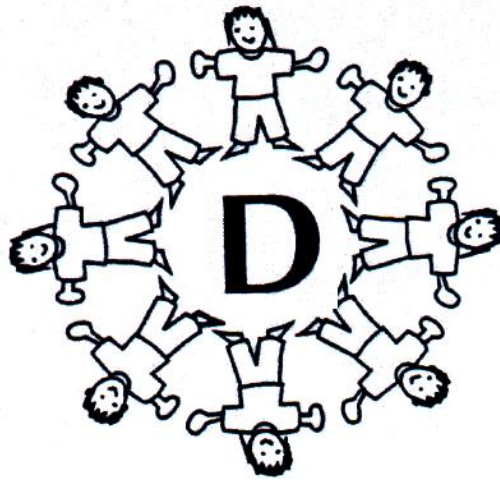


Dalestorth Primary and Nursery School



Music Policy February 2021

There are other formats of this policy available upon request from the office.
This policy is also available online at <https://www.dalestorth.notts.sch.uk>

Music Intent

At Dalestorth Primary and Nursery School, we teach Music by meeting the requirements of the national curriculum. Our aim is to inspire children to embrace a love of music by introducing them to a variety of musical styles and genres. We encourage their creativity in performing music either instrumentally or by singing. Music is taught progressively throughout school, ensuring a build-up of knowledge and skills.

In line with the curriculum for music and guidance from Ofsted, the music scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

We will achieve high-quality learning by teaching music through a clear sequence of lessons. Each Unit of Work comprises the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Composition
3. Performing
4. Knowledge of music

To develop our pupils in music we:

Use the Kapow Musical School Units of Work. These enable children to understand musical concepts through different musical activities and enable a more secure, deeper learning and mastery of musical skills in order to embed a deeper learning, knowledge, understanding.

The strands of musical learning, presented within the lesson plans are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts leading to mastery i.e both a deeper understanding of musical skills and concepts and learning something new.

We use peripatetic music teachers in half termly rotations to provide musical tuition in appropriate tuned instruments. These tutors will focus on the musical concepts of performing and composing as well as notation for key stage 2 children.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced writing curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the

children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

In Foundation Stage, singing, rhymes or other musical activities take place every day, sometimes using Makaton signs and symbols to describe sound. In FS2, there is a 30-minute direct music teaching session and whole school singing assembly as well.

Key Stage 1

In KS1 there is at least 30 minutes of direct teaching of music as well as the whole school singing assembly each week.

Key Stage 2

In KS2, there is at least 30 minutes direct teaching each week which includes ukulele teaching for years 3, 4 and 5 in termly rotation, or at least 3 hours each half term if music is delivered as a block. There is a whole school singing assembly each week as well as the opportunity to participate in the school choir.

Ongoing assessment is made of each child using the descriptors for the skills taught in each year group, to inform planning and monitor progress.

See the subject expectations document for more information.

Teaching and learning

When staff are planning and delivering RE sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a musicians, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Assessment

See the Whole School Teaching and Learning Policy and subject expectations for more information.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in music to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen.

It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the music policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the music policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by S.Howe

Policy adopted: February 2021

Policy reviewed by K.Blackwell November 2024

Policy due to reviewed: November 2026