

Dean Field School

Music Policy

Learning Without Limits



Dean Field

Community Primary School

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Intent

At Dean Field school, we teach music to help children feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children to develop transferable skills such as team-working, leadership, creative thinking, problem solving, decision making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Aims for pupils

At Dean Field, the Arts play a key role in giving children at our school a vital channel for self-expression. We provide a wealth of opportunities for children to discover, explore and extend their natural talents.

Through our teaching of music we aim for the children to be:

- Confident performers, composers and listeners and will be able to express themselves musically at and beyond school
- Show an appreciation and respect for a wide range of musical styles from around the world
- Understand the ways in which music can be written down.
- Demonstrate and articulate an enthusiasm for music and identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for music.

Implementation:

Planning

EYFS

In the Foundation Stage, musical aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs), as outlined in Development Matters. These underpin the curriculum planning for children aged three to five as music makes a significant contribution to the Expressive Arts: Being Imaginative and Expressive. From this the Early Years Leader created a progression document with tasks to ensure the nursery children are ready to access the Kapow curriculum in reception.

Reception to Year 6

The planning of music for reception to year 6 comes from Kapow's condensed curriculum. The scheme takes a holistic approach to music, in which the individual strands of performing, listening, composing, the history of music and the interrelated dimensions of music are woven together to create engaging and enriching learning experiences. It is a spiral curriculum ensuring children return to the same skills and knowledge repeatedly, recapping on prior knowledge and then building on their depth of understanding each time. Lessons are differentiated to ensure that they can be accessed by all pupils and opportunities are provided to stretch pupils' learning.

Teaching

EYFS

In EYFS the teaching of music is delivered by teachers, Nursery Nurses and teaching assistants. Activities are either self-led or small adult guided groups. The teaching of music in the EYFS is informed by the characteristics of effective learning:

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These characteristics are integrated into a cycle of observation, assessment and planning where children's needs and interests are central to planning and provision. Alongside music lessons, rich musical activities are provided for the children in continuous provision.

EYFS Evidence

Videos, photographs and observation are kept of the children's work on Early Essence as evidence for Expressive Arts: Being Imaginative. Assessment in this area of learning is used to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps.

Year 1 to 6

At Dean Field, we teach music through a predominantly procedural (skills-based) approach, delivered through tacit (experiential) and instructional learning. Practical, hands on learning allows children to investigate, explore and develop their own ideas. Children are encouraged to be curious, creative and imaginative. Independence and collaboration are encouraged through a variety of individual, partner, small group and whole class projects.

Teachers model and demonstrate key skills. Their subject knowledge is enhanced by short CPD videos specific to the lessons they are teaching, provided by specialist musicians. Subject specific vocabulary is modelled correctly and used consistently by teaching staff. Children are encouraged and rewarded for using subject specific vocabulary. Must Knows are used to support children with key vocabulary and declarative knowledge.

Children are provided scaffolding to develop the skills. Skills are broken down into achievable steps. Skills, techniques and knowledge from previous learning is recapped and built upon frequently.

Music is taught alternate weeks to allow for consolidation of skills and knowledge.

Additional Music Opportunities

The children have fortnightly music assemblies where they are given the opportunity to sing as a school together.

Music is also listened to and appraised throughout the school day when appropriate. Teachers select music suggested from the Model Music Curriculum or music that links to their curriculum topics.

Instrumental Lessons

At Dean Field, we use two units of the Kapow instrumental lessons for glockenspiel in year 3. Children from years 1 – 6 also have one half term of whole class instrumental lessons provided by Calderdale Music Service.

Evidencing Music Lessons

Each child's learning journey in music is evidenced on Seesaw through a range of photographs, videos, assessments and comments so that individual progress can be tracked.

Resources Used for Music

- National Curriculum
- Skills Progression Document Kapow
- Long and medium term plans Kapow
- Whole class instrumental lessons from Calderdale Music Service.
- Seesaw
- IPad Apps
- Musical instruments

Inclusion:

On-going formative assessment by teaching staff will ensure that all children have their needs met. Some children may need gaps in their learning addressing while others may need extra challenges. Teachers will use the music progression document from Kapow to track children's learning.

Pupils from disadvantaged backgrounds

We aim to provide opportunities for **all** of our pupils to develop their cultural capital for the arts. School trips, workshops and visitors within school may need to be subsidised by school to ensure that no child misses out.

Pupils with SEND

Each learner's needs must be assessed and met. They may require pre-teaching of vocabulary, tool adaptation (e.g. grips for beaters), or headphones to listen to musical extracts. Differentiation of objectives may also be needed. If this is the case, BSquared or previous years' skills progression documents will be used to ensure that objectives are appropriate. All children should access the same task just with differentiated objectives if necessary.

Monitoring

For EYFS- Y6

The subject leader is responsible for monitoring the standard of the children's work and quality of teaching in music, developing the assessment and ensuring progression and continuity within the subject. This is carried out through a combination of Deep Dives with the SLT, book-looks, learning walks, lesson visits, speaking to children and teachers.

Information gathered through monitoring informs the next steps for developing music in school. The music action plan is a working document that is added to and amended according to the outcomes of monitoring.

The subject leader will support colleagues in their teaching, inform staff of any current developments in the subject and provide direction for music across school.

Impact

Assessment and Feedback

Formative Assessment

Teaching staff will closely monitor the children's work during music lessons. They will address misconceptions that arise in a timely manner through additional modelling or support. They will also provide challenges for pupils that show exceptional strengths during lessons. Teachers will discuss ideas/work/techniques/skills and question children to deepen their artistic development.

Summative Assessments

EYFS

Videos, photographs and observation are kept of the children's work on Early Essence as evidence for Expressive Arts: Exploring Media and Materials and Being Imaginative. Assessment in this area of learning is used to highlight any gaps children may have in their learning and put in place support to help children accomplish their next steps.

Year 1-6

Summative assessments take place at the end of each unit of work. Teacher assessments are made against the National Curriculum and skills progression document. At the end of each unit, teachers make a judgement and input this on to Target Tracker.

Feedback

Verbal feedback is key in music. Teachers will provide opportunities to discuss children's work with them and question them to deepen their musicianship. Peer feedback is also built into lessons to allow children to appraise and evaluate each other's work.