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Gatehouse Primary Academy

Music Policy

Why Teach Music?

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. Music is important because;

- It develops pupils' ability to listen and to appreciate a wide variety of music;
- It is interesting and enjoyable, each child can make their own, unique contribution to music making;
- The skills and knowledge of music have wide applicability in everyday life;
- It develops confidence and self-esteem;
- It can be used to support/enhance teaching across the curriculum.

Aims

Our aims in teaching music are that all children will:

- Participate, enjoy singing and joining in musical activities;
- Develop an ability to control sounds through singing and playing;
- Create and develop musical ideas;
- Perform with confidence and enjoyment;
- Develop appraising skills by responding and reviewing;
- Develop listening skills and applying knowledge and understanding.

Strategies for the teaching of music

The emphasis in our teaching of music is on stimulating the children's enquiring minds, promoting enjoyment and engagement, and developing confidence in performance skills. Wherever possible music will be made real to the children by offering opportunities for direct experience, practical activities and exploration.

- Class teachers use a variety of methods, which include whole class and group work.
- Children make their own individual contribution within the class in a variety of practical ways.
- Recording may be informal and/or through other curriculum areas.
- Relevant discussion is encouraged.
- Children are always encouraged to communicate their ideas in a variety of ways.
- The use of I.C.T. to develop, support and enhance and personalise learning where appropriate.
- Tuned and un-tuned instruments are used as appropriate.
- A variety of recorded music is used to support units covered.

A scheme of work (Charanga) is used as a resource to support teaching of skills/objectives. It is expected that per academic year, a broad range of skills are covered (see progression document)

Many of the learning objectives from the ongoing skills are also covered through Whole School Singing Assemblies. Throughout the year, every child has the opportunity to take part in at least one Unit production or musical performance. All KS2 children perform in an annual Carol Concert at the local Parish Church. Other performance opportunities are also available in joint ventures with other schools within the Federation and the local community.

There are a variety of afterschool and lunchtime clubs on offer throughout the academic year, including singing, choir, ukulele and recorder, dependant on the skills of staff.

Gatehouse Primary Academy is a member of the Devon Music Education Hub and benefits from the opportunity for CPD for staff, access a large variety of musical instruments and participation in larger musical events.

Peripatetic tuition is available during the school day. Tuition currently on offer includes piano, drums and guitar, but this is reviewed annually.

Cross-curricular Links

Elements of music can be incorporated in most other subjects as appropriate. For example:

Maths/English - counting songs/patterns, inspiration for story writing, rhymes, rhythm and raps.

Science - investigation of sound, aid memory of processes/formulas.

Geography/History - investigation of composers, instruments as to their origins, culture and influences and use in society/communities.

P.E. - supporting dance and movement

R.E. / P.S.H.E. - understanding and respecting other cultures, use of songs for reflection, events and occasions.

Art - visual stimulus for drawing/painting, inspiration, graphic scores.

D.T. - design of and construction of instruments.

I.C.T. - research, use of recording equipment, sound system, keyboards, electronic impressions.

Homework

This can be used to support music as the class teacher finds appropriate. All instrumental tuition requires daily practice as agreed on the outset of the children beginning the instruments. Children will be given words of songs and dramatic prose to learn as appropriate.

Excellence in Music

This is celebrated in performance and in recordings including;

- School, class and group assemblies celebrating music making:
 - Individual or group performance developing activities of a musical nature:
 - Performing to other classes
 - Presenting samples of work
 - Certificates
- and

presentations:

- Performing to parents and members of the wider community, either on the school premises or externally.
- Listening to and sharing children's work, be it individual pieces, group or whole class compositions: Oral feedback by the children to the rest of the class.

Assessment in Music

Formative assessment is continually used, identifying each child's progress, determining what each child has learned and therefore should set the next step in his/her learning. Progress in the creative arts is reported on annually in the academic reports.

Children's skills and participation in music sessions are evidenced through photos and annotations in topic books as appropriate.

Equal Opportunities

It is the responsibility of all teachers to ensure that all children, irrespective of SEND, gender, ethnicity, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

The subject leaders (Mrs Elizabeth Borbon and Mrs Sarah Morris) are responsible for drawing up this policy. It was developed through a process of consultation with the teaching staff and will be periodically updated.

Date for review July 2020