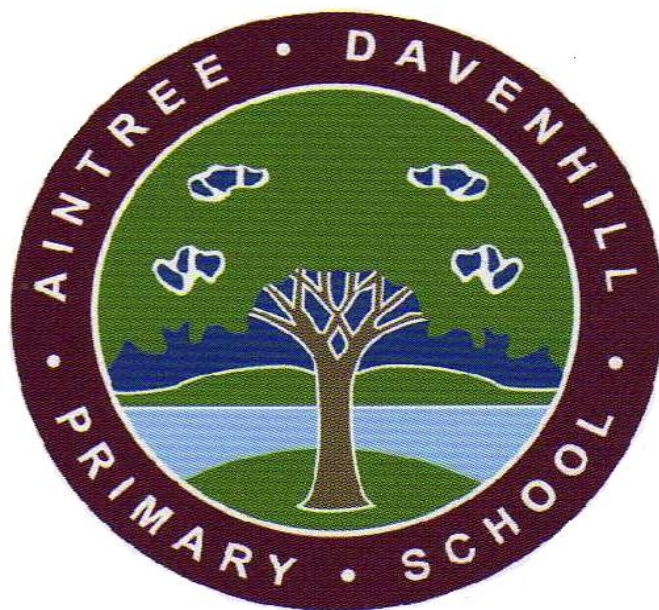


Aintree Davenhill Primary School



Music Policy

Approved by the Headteacher

June 2025

INTENT

The National Curriculum (2014) provides a very clear purpose for the study of music stating that 'Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'

At Aintree Davenhill, our school motto is **Excellence and Enjoyment** meaning that we want children to enjoy music and have a positive attitude to the subject. Our vision is also for our pupils to achieve excellence in music and in every aspect of school life. We believe that successful learning enables children to develop the confidence to meet the challenge of new work. Indeed, at Aintree Davenhill, music forms part of a balanced, whole school curriculum, contributing to both the intellectual and emotional development of our children.

Our aims for Music at Aintree Davenhill can be summarised in the following way:

To enable children to:

- use their voices expressively by singing a range of songs with increasing accuracy, fluency, control and expression
- experiment with, create, select, and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations)
- play tuned and un-tuned instruments to create a range of musical effects.
- develop an understanding of the history of music
- listen to and comment upon a wide range of musical styles and be given the opportunity to do so from live and recorded music
- develop their interest of music through extra-curricular activities

IMPLEMENTATION - PLANNING, TEACHING and ASSESSMENT

Classes timetable a weekly music lesson which is based on the KAPOW music scheme. In order to secure progression across school from EYFS to Year Six, the subject leader has produced a document to be used alongside KAPOW planning that sets out guidance for each year group in the areas of Performing, Composing and Appraising.

Instrumental lessons are taught in some year groups so that children can experience the skills required to play an instrument. Class teachers are expected to supplement this work with on-going skills. Members of the School Music Team provide key stage singing opportunities on a weekly basis. Each key stage has an instrument trolley containing un-tuned and tuned percussion instruments to assist with the delivery of the curriculum.

Children are provided with opportunities for expression through arts. Through discovering a musical language, they can find different ways of making sense of what is around them. Music is a shared activity and so children can find other ways of communicating with the people around them. Therefore, we will ensure that there are opportunities to work individually, in pairs or groups and as a class or school. It is important that teachers provide pupils with the opportunity to develop a musical vocabulary in order to talk about musical experiences. In addition, children are able to take part in and experience live music through music lessons, assemblies and extra-curricular activities.

Extra-Curricular Activities

Extra-curricular musical activities include junior and infant choirs. Children also learn Spanish songs in Spanish Club. There are two concerts per year at Christmas and in Spring/Summer. Children also sing at local events. The music team work closely with instrumental teachers to ensure that school musicians are included in these important events. Musical Minds provide private instrumental tuition in school.

Assemblies

Music plays an important part in school assemblies. Children hear recorded music on a regular basis. Children sing a variety of hymns and songs. The choir and instrumentalists sometimes play/sing. This provides opportunities to perform to different audiences as well as develop listening skills and appreciation of live music.

Differentiation and Special Needs

Music provides an ideal opportunity for mixed ability groups. Teachers allow musical ideas to develop at different levels of complexity. This then provides for differentiated outcomes. Children can talk about their music at different levels. Instructions can be simple or more complex. Teachers must be aware of skills to be developed and extended. Those children in extra-curricular activities may have already developed certain techniques.

Some children who are less able in other curriculum areas feel they can succeed in music. Performance opportunities can provide valuable experience for less confident children. Children who have difficulties in language can use music in their expression. Songs are taught by memory without word sheets.

Children who are musically gifted must also be recognised. It is the role of the Music Subject Leader to provide support and develop more advanced skills through extra-curricular activities and/or instrumental tuition.

Music Across the Curriculum

Information Communications Technology

Children are able to experience composing. Programs can be used in class using i-pads and laptops. Music subscriptions eg. Sing Up are used when teaching music and when providing singing opportunities.

English

Ideas are developed through speaking and listening and discussing in groups. Children can compose sound stories often using stories and books which they have already studied.

Maths

Music involves counting and noticing number patterns as in maths.

Science

It is important when studying the topic of 'Sound', to look at how musical sounds are produced on both tuned and un-tuned percussion instruments. Children are given the opportunity to make instruments eg. in year 4, using re-cyclable materials.

History

It adds to children's musical enjoyment when they can study the background and history of composers and performers. It is very important to point out to them though that not all composers are dead! It is crucial that the musical timeline is referred to regularly in music lessons.

Religious Education

Music can make a powerful contribution in the spiritual development of children. It can actively promote:

- creation of an appropriate atmosphere
- focussed attention

- an opportunity to reflect
- an ability to listen
- a sense of worth of others (performance)
- a sense of community
- a sense of self-worth
- a sense of joy
- an expression of religious and spiritual feeling (hymns/songs)
- an opportunity to evoke a variety of feelings

The child's cultural development should also be considered by providing opportunities to experience and respond to a range of musical styles, including music from a variety of musical traditions.

Equal Opportunities

All children have equal access to music across the curriculum. We are always trying to break down stereotypes regarding boys singing and playing instruments. More boys that ever are enjoying the benefits of these activities.

Multi-Cultural Music

Teachers should provide experience of music of a wide variety of different styles and cultural backgrounds, not just from the Western tradition.

Role of Parents

If a child is receiving tuition in singing, strings etc., parents should encourage regular practice. Also, children should be encouraged to regularly attend rehearsals. Parents are also invited to support school concerts and are always welcome when their child plays an instrument in assembly.

Health and Safety

Children are encouraged to treat instruments with care and are taught how to store and handle them. They should always be aware of health issues such as passing them mouth to mouth.

Recording and Assessment

Teachers regularly observe and interact with children in a music lesson. They can observe involvement and performance during whole class games and songs. They may make notes, contributing to a profile of a child's music making. At the end of each lesson, teachers make a list of the names of those who achieved above/below

expectations. Recordings of compositions may be kept and scores can be kept as evidence. Music is commented upon in the end of year school reports and the Music Subject Leader provides support for teachers in writing these. An example of this would be giving the teacher information about Able, Gifted and Talented children and their progress, e.g. some of these children often conduct the choir.

IMPACT

Monitoring and Evaluation

The music curriculum is monitored by the music subject leader through:

- observation of lessons – feedback to teachers
- resources being used
- courses and INSET/training attended
- evaluation of the music action plan
- talking to pupils and staff

Music Policy – Revised June 2025
J. Blakely – Music Subject Leader