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## Deal Parochial C.E.P School

### Vision statement

**Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.**

**Our Christian ethos is upheld by respecting humanity fostered through our community**

**that is welcoming, inclusive and forgiving.**

**Together we flourish through courageous learning, friendships and generosity.**

**TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS**

**Deal Parochial CE Primary School  
Music Policy updated 20216**

#### **Music:**

**At Deal Parochial Primary School, we value music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also, fosters and helps develop self-discipline, self-confidence, creativity, communication, a spirit of coloration, aesthetic sensitivity and fulfilment.**

#### **Rationale:**

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.

Music can be a lifelong source of pleasure. It is education for life.

Music plays an important part in our lives. Learning about music in school helps children to:

- enjoy a wide range of music and make music themselves
- increase use of their imagination, creativity, aesthetic sensitivity and fulfilment



## Music Policy

- express themselves and develop emotionally
- understand alternative forms of communication
- concentrate and become more self-disciplined
- develop their ability to listen with intent
- develop practical skills
- be encouraged in active involvement with other children to make music together
- foster pupils' sensitivity to, and their understanding and enjoyment of, music through an active involvement in listening, composing and performing
- be provided with the expression and development of individual skills and the sharing experience of cooperating with others. Singing, playing, composing and listening can give individual and collective satisfaction
- develop an awareness of musical traditions and developments in a variety of cultures and societies
- have the opportunity to experience a feeling of fulfillment which derives from striving for the highest possible artistic and technical standard.

Music is part of our history and can be a good way to discover the past and understand the present. It can also bring other subjects to life – from maths and reading to geography and science. Music is all around us. It is the soundtrack to our lives. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school

### **Aims:**

To encourage, all pupils to:

- develop musical skills and concepts through listening, appraising, performing and composing.
- develop social skills through co-operation with others in the shared experience of music making.
- develop an understanding of musical traditions and developments in a variety of cultures.
- gain enjoyment, self-confidence and a sense of achievement through music making
- be motivated to enjoy and succeed in music



## Music Policy

### Teaching and learning

At Parochial we endeavour to make music an enjoyable experience for all pupils through a varied, practical, progressive and inclusive approach.

We make music an enjoyable learning experience and encourage children to participate in a variety of musical experiences. Pupils have the opportunity to play both melodic and percussive instruments. Where appropriate lessons are linked to class themes

Singing features at all Key Stages with focus on developing the pupil's ability to sing in tune and with other people. Singing further supports the understanding of structure and organisation of music. Singing also takes place in a weekly school sung worship and is encouraged during daily collective worship.

We teach pupils to listen and appreciate different forms of music.

Pupils develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, these are often taught consecutively. We also teach children how to work with others to make music and how individuals combine to make sounds. We also teach them musical notation and how to compose music. The teaching also involves the aspect of improving their own performance through problem solving. We recognise that there are pupils of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of which are suited to the pupil's ability so that they feel positive and enthusiastic about music.
- Providing resources of different complexity depending on the ability of the pupil

A wide variety of musical resources are used to aid musical progression such as: Music Express, Music in Action, Sing up resources, BBC Ten pieces, Out of the Ark, TES online resources in addition to 'in house' resources.

Music lessons are taught by Edward Greenhalgh, a subject specialist.



## Music Policy

### EYFS Objectives:

- Be able to recognise and explore how sounds can be changed.
- Sing simple songs from memory and use vocal sounds to create music
- Recognise repeated sounds and sound patterns and match movements to music.
- Recognise and respond to a steady beat
- Use instruments to perform

OBJECTIVES	Creative Development	Personal, Social and Emotional	Communication, Language and Literacy	Mathematical Development	Knowledge and Understanding of the World	Physical Development
Move to the music	♪	♪	♪		♪	♪
Explore different actions	♪	♪	♪	♪		♪
Feel the steady beat	♪		♪			♪
Mark the beat at differing speeds	♪		♪			♪
Use the voice in different ways	♪	♪	♪			
Echo sing		♪	♪		♪	
Use voice expressively	♪	♪	♪			
Sing cumulative songs with actions	♪	♪	♪	♪	♪	♪
Sing call and response songs		♪	♪		♪	
Use instruments to accompany singing	♪		♪	♪	♪	♪
Perform independently of other groups	♪	♪	♪			♪
Incorporate musical elements in a performance	♪		♪	♪		
Participate in a performance with confidence and enjoyment	♪	♪	♪	♪	♪	♪

♪ - strong link

♪ - partial link



## Music Policy

### KS1 Objectives:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

### Controlling sounds through singing and playing - performing skills

#### 1. Pupils are taught how to

- use their voices expressively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments.
- rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).

### Creating and developing musical ideas - composing skills

#### 2. Pupils are taught how to

- create musical patterns.
- explore, choose and organise sounds and musical ideas.

### Responding and reviewing - appraising skills

#### 3. Pupils are taught how to

- explore and express their ideas and feelings about music using movement, dance and expressive and musical language.
- make improvements to their own work.

### Listening, and applying knowledge and understanding

#### 4. Pupils are taught

- to listen with concentration and to internalise and recall sounds with increasing aural memory.
- how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).
- how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.
- how music is used for particular purposes (for example, for dance, as a lullaby).



## Music Policy

### KS2 Objectives

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### Controlling sounds through singing and playing - performing skills

1. Pupils are taught how to

- sing songs with clear diction, control of pitch, a sense of phrase and musical expression.
- play tuned and untuned instruments with control and rhythmic accuracy.
- practice, rehearse and present performances with an awareness of the audience.

### Creating and developing musical ideas - composing skills

2. Pupils are taught how to

- improvise, developing rhythmic and melodic material when performing.
- explore, choose, combine and organise musical ideas within musical structures.

### Responding and reviewing - appraising skills

3. Pupils are taught how to

- analyse and compare sounds.
- explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary.
- improve their own and others' work in relation to its intended effect.

### Listening, and applying knowledge and understanding

4. Pupils are taught

- how to listen with attention to detail and to internalise and recall sounds with increasing aural memory.
- how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.
- how music is produced in different ways (for example, using different resources, including) and described through relevant established and invented notations.
- how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).



## Music Policy

### Breadth of study

5. During the key stage, pupils are taught the knowledge, skills and understanding through
- a range of musical activities that integrate performing, composing and appraising.
  - responding to a range of musical and non-musical starting points.
  - working on their own, in groups of different sizes and as a class.
  - a range of live and recorded music from different times and cultures (for example, World Music, classical, folk and popular genres, by well-known composers and performers).

### Assessment

We assess pupils in music by making informal judgements as we observe them during lessons. Regular verbal feedback is given to aid progress and peer to peer feedback occurs. Pupils are encouraged to evaluate their work and make improvements. These assessments then inform criteria to judge whether a child is emerging, expected or exceeding against their year group criteria.

### Instrumental tuition

Peripatetic instrumental tutors visit the school weekly and provide tuition in the following instruments;

Piano, Voice, Keyboard and Drums.

Guitar and Woodwind lessons are planned to recommence during 2021-2022

Instrumental pupils are encouraged to attend Music Makers, a cross-phase ensemble meeting at the Goodwin Academy.

### Music Plus

All year 3 pupils learn descant recorder, free of charge as part of Music Plus funded through Sound Hub.

Music plus objectives

Each pupil should -

- Learn to play a pitched musical instrument that is conducive to progression
- Sing
- Play and perform formally and informally in ensemble contexts
- Be engaged and participating
- Learn from peers
- Be included through differentiation
- Develop the ability to read notation

All pupils borrow an instrument for the duration of the course and take them home to engage in independent practice.



## Music Policy

### Instrumental Ensembles

We believe that music enriches the lives of people, and so we wish to involve as many pupils as possible in musical activities. We have a school choir which we encourage all KS2 to join. The choir meets on a weekly basis and although its primary aim is to enable pupils to enjoy singing together, it also performs in public on a number of occasions throughout the year. Our Recorder group meets weekly and allows for further development of pupil's instrumental skills. This can also lead to instrumental examinations. The group also has performing opportunities throughout the year.

Weekly -

School Choir

Recorder Group

It is hoped both groups can recommence in early 2022 or before.

### Equalities Statement

At Deal Parochial CEP School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion, sexual orientation or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. At Deal Parochial CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.