



DAUBENEV MIDDLE SCHOOL

**MUSIC
POLICY**

Mission Statement

All children should have access to music both in and out of the classroom.

Rationale

The main ethos of music at Daubeney School is that it is a practical subject. Pupils learn about aspects of music from firstly a practical experience. The curriculum is based on the 3 components of the National Curriculum: Performing, Composing and Listening and Appraising. All 3 aspects are woven into the schemes of work and are assessed.

Aims

The music department aims to:

- Encourage all pupils to participate in a wide range of practical activities
- Give opportunities to children to learn to play a variety of instruments
- Enable children to express thoughts, ideas and emotions through creating their own music
- Enable children to appreciate a wide variety of different musical styles and cultures
- Provide performance opportunities for children in and outside school to a variety of audiences
- Provide opportunities for musically gifted children to excel
- Provide equal opportunities for all children
- Develop a love and appreciation of music for life.

Curriculum Organisation and Content

All children are taught in mixed ability whole classes for one period a week. Music clubs run throughout the week and are taken by school staff and county music teachers.

The curriculum is structured around termly modules. Each module has at least 3 assessed tasks based on the 3 components of the NC. The modules throughout the 4 years provide a very rich and varied musical experience, including for example African, Blues, Protest Songs, and Ukulele playing. All children learn to play the keyboard, classroom pitched and non-pitched instruments, guitar and ukulele.

Development Plan

- Development of more differentiated Task and Assessment sheets for SEN pupils
- Broaden Opportunities for G&T children
- Build on fostering further liaison between trust and feeder schools
- Further improve ICT resources and facility in line with new N.C music syllabus

These are further explained in the full development plan.

Assessment

Summative Assessment

A full summative assessment is made on every child at the end of each year based on the National Curriculum level attainment descriptions. The evidence for this assessment is gathered from assessments throughout the year and the pupils' overall performance is taken into consideration.

Formative Assessment

The formative assessments are a fundamental aspect of the department policy. Each task has its own set of criteria, levels, and information written in child friendly language. The criteria are shared with the children and this enables them to recognise the level they are working. Self assessment, peer assessment and teacher assessment is built into the all the assessed tasks. Feedback is given which leads to pupils recognising their next steps in order to improve their work.

All assessments are recorded and stored on an individual assessment sheets in pupil files.

Resources

The department has one main teaching room and 4 practice rooms. We have a variety of different keyboards, percussion instruments, guitars, ukuleles and orchestral instruments.

We have access to music IT and have a range of software to notate and create music for KS2 and KS3.

Music in the Community

Pupils perform at various venues. Previous performance have included for example the Corn Exchange, Addison centre, retirement homes, local church, feeder schools, upper school, fetes, carol singing in the town centre.