Dean Gibson Catholic Primary School



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| Music  |

*“Guided by the Holy Spirit, we listen, learn and care”*

**At Dean Gibson Catholic Primary School our children are Musicians.**

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| **Music at Our School** |
| **Our Curriculum is designed with our children in mind. We strive to deliver a music curriculum that nurtures creative thinking skills from EYFS through to Year 6. Teaching staff use Charanga to ensure an even coverage of skills throughout their time at Dean Gibson. The Charanga Curriculum is extremely diverse and allows pupils to have different kinds of opportunities and experiences, all underpinned by the creative use of playing instruments and composing. We aim to give the children at Dean Gibson ample opportunity to discover how music can be made in the outside also.** **The drivers of our curriculum are: Curiosity, Diversity, Outdoors** |
| **Aims of our school:** |
| * **To develop their creativity and understand their place in the world as creative, confident beings.**
* **To learn from, study and take inspiration from both local and renowned artists.**
* **To experiment with a wide variety of instruments and sounds and develop a wide range musical skills.**
* **To appreciate and explore the area we live in through aspects of Music.**
* **To have the confidence to express themselves through music whilst developing their own style.**
* **To know the impact of music in different cultures and learning about how culturally diverse music can be.**
* **To build on prior knowledge and skills.**
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| **Subject Leader will:** |
| * **Review and update Dean Gibson Primary School’s policies relating to Music.**
* **Assist and advise in the teaching of Music in our school.**
* **Ensure that staff have the essential training, resources and knowledge to teach effectively and to the correct purpose.**
* **Monitor standards of achievement and progression by formative (ongoing) assessment.**
* **Ensure we have a bank of high quality resources for teachers and pupils to access.**
* **Ensure all instruments are accounted for each term.**
* **Promote and raise the profile of Music throughout the school by having a musician of the term and organising in/out of school experiences and opportunities when appropriate.**
* **Liaise with the local authority to try and get more music teaching available in school.**
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| **What does an Artist and Designer need in EYFS?** |
| * **Access to a wide range of resources within continuous provision.**
* **Displayed vocabulary in the classroom/ corridors.**
* **Opportunities to talk about their performances and the performances of others.**
* **An opportunity to study artists and see their work to take inspiration from.**
* **Experiences outside of the classroom.**
* **Purposeful provision dedicated to instruments.**
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| **What does an Artist and Designer need in KS1?** |
| * **Access to a wide range of resources to use to create music.**
* **Topic specific vocabulary.**
* **Opportunities to experiment freely with different instruments.**
* **To listen to local and renowned artists.**
* **Experiences outside of the classroom**
* **Displayed vocabulary in the classroom or around school.**
* **A music stave book.**
* **Opportunities to listen and discuss music.**
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| **What does an Musician need in KS2?** |
| * **Access to a wide range of resources.**
* **Topic specific vocabulary.**
* **Displayed vocabulary in the classroom/ corridors.**
* **Knowledge of local musicians.**
* **Opportunities to evaluate their own and others work.**
* **Educational visits.**
* **A Music stave book.**
* **Opportunities to listen and discuss music.**
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| **INCLUSION** |
| * **All children at our school will have the opportunity to work with a range of sources and technology regardless of ability.**
* **Specific tasks may be differentiated, as and when necessary, to meet individual needs. This will not hinder progress, knowledge building or children’s opportunities.**
* **Staff should be aware of and be sensitive to individual needs, different beliefs and practices within the school and local community.**
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| **We will review this policy annually.**  |
| **Review date : February 2025** |