

Thurnham C.E. Infant School



Music Policy

Member of Staff Responsible	Rebecca Evans
Position	Music Subject Leader
Dated	September 2023
Date of next review	September 2024

Thurnham C.E. Infant School

Introduction

This policy is underwritten by our school core Christian value of 'Love' and forms an integral part of all our approaches to everything we do in school:

'With God we learn to love and love to learn'

Music is a powerful medium for communication between people of different ages, cultures and social backgrounds.

The art of music is the organisation of sound using the elements of rhythm, pitch, dynamics, timbre and texture, within a variety of structures.

Successful participation in music develops the children's self-esteem, confidence and learning skills. It is an effective medium for self-expression, engenders enjoyment, enhances co-operation and promotes a sense of community.

Aims

All children have the opportunity to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Objectives

These objectives are derived from the aims, they are used in conjunction with the scheme of work to form the basis of evaluation and assessment.

Year R Early Learning Goals:

Expressive Arts and Design

ELG: Creating with materials

Make use of props and materials when role playing characters in narratives and stories

ELG – Being imaginative

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music

KS1

Children use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Children learn to play tuned and untuned instruments musically.

Children listen with concentration and understanding to a range of high-quality live and recorded music.

Children experiment with, create, select and combine sounds using the inter related dimensions of music.

Differentiation and SEN

Through a variety of planned activities pupils study music matched to their age, stage, ability and individual needs. The aim is to give all pupils the maximum opportunity for success and to reach their potential in the key areas of learning. To achieve this, it is important to be aware of and build on the previous experiences and achievements in music within and beyond school.

Breadth and Balance

The content of the scheme of work has been developed to ensure that the pupils receive a breadth of experiences that enable a balanced range of skills to be developed and concepts understood. These include:

- 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

Variety

Pupils will participate in a range of activities starting from a variety of stimuli. Imitating and aural-response work, including vocal and instrumental improvising will lead to group, paired or individual composing activities.

Emphasis will be placed on children thinking about and drawing conclusions from what they hear.

Relevance

Singing games, songs of historical and cultural interest, music to celebrate a festival, collective performances, this range and variety of musical activities and experiences can be relevant to pupils and their lives.

Cross-Curricular Skills and Links

Music has natural links with other areas of the curriculum, in particular English and mathematics. The scheme of work uses links with other subjects, but the key skills and concepts of music are emphasised.

Music also makes a contribution to these skills of:

- perception
- memory development
- numeracy skills
- non-verbal communication
- interpersonal skills
- decision making and problem-solving skills
- physical and practical skills
- creative and imaginative skills
- independent learning

Equal Opportunities

All pupils are entitled to experience, enjoy and express themselves in music through the school's provision. To achieve this, teachers will guide individuals towards activities and experiences in which they can succeed, together with appropriate resources to meet the pupils' needs.

Health and Safety

Pupils will be taught the correct way to carry and use instruments and to avoid injury to themselves and others. In some environments, high levels of sound can be a hazard to hearing. It is important that teachers monitor and control the use of large percussion instruments in small rooms and provide ear defenders where necessary.

Assessment, Recording and Reporting

Key objectives for assessment are identified by each year group in the Medium Term plan for each term. At the end of each term all children are assessed against the objectives and the results given to the Music Subject Leader. At the end of each year, teachers will make

summative assessments of the children's progress. These may be reported to parents, as part of the annual report.

Management and Administration

All children in KS1 participate in a weekly 30-minute lesson led by a music specialist. EYFS will participate in a weekly 20-minute lesson. In these lessons, the breadth of the curriculum will be taught. There are termly whole school singing opportunities. Year 2 have an opportunity to join choir club on Tuesday lunchtimes.

The Role of the Music Subject Leader

The Music Subject Leader will work with the Senior Management Team to ensure the implementation of the school's music policy. The Music Subject Leader is responsible for monitoring curriculum coverage and the quality of teaching and learning. The Music Subject Leader will plan and lead development in music and monitor the resources. Also, see the Music Subject Leader's job description.

Resourcing

As a result of the subject action plan, the subject leader will put forward a bid for resources. These are approved by the Headteacher if deemed relevant to the school improvement.

Review

The Music Subject Leader will monitor classroom teaching throughout the year groups on an annual basis. Monitoring is also based on on-going discussion with colleagues and governors, review of the scheme of work and observation of performances.

The effectiveness of the music curriculum is evaluated in discussion with the Headteacher and the Music Subject Leader. Resources, teaching and learning needs are identified and priorities are established.

Information from this evaluation forms the basis for a music action plan which will be fed into the school improvement plan.