



Chater Infant School

**An exceptionally high performing professional and learning culture creating excellent achievement for all.**

**Remembered for all the Right Reasons**

# Music Policy

***Rights Respecting School Agenda***

*We have the right to go to school*

*We have the right to learn.*

(Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education)

Date agreed: Oct 2021

Date of next review: Oct 2024

## **Introduction**

Chater Infant School understands that music can inspire and motivate children, and play an important role in their personal development, contributing to their well-being and enhancing learning in other areas of the Curriculum. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music and song.

We aim to deliver a broad and balanced music curriculum, in line with national requirements, which enables pupils 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 use their voices
- Create and compose music on their own and alongside their peers
- Have the opportunities to play a musical instrument, use relevant technology and to progress
- Develop an enthusiasm for and enjoyment of music
- 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.

## **Our Aims and Intent**

To consistently provide an excellent and engaging music curriculum for all children.

To foster a curiosity, interest in and enthusiasm for music that the children can continue to build on.

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.

To learn to sing and use their voices.

To create and compose music on their own and alongside their peers.

To have the opportunities to learn a musical instrument and create and compose music using computer software.

To enhance the children's knowledge and understanding of music through outdoor learning.

To provide continuous provision and make cross curricular links to enhance children's appreciation and understanding

To ensure that children will make at least good progress and most children's attainment will be in line with/or above national attainment.

To make links with other areas of the curriculum that will provide the children with opportunities for learning and enrichment.

To 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

To have access to and enjoy a wide range of good quality and well organised resources including musical instruments.

A broad and balanced music curriculum is the entitlement of all children, regardless of ethnic origin, gender or ability.

### **How music is taught through the school**

Music is a foundation subject and is taught regularly (usually on a weekly basis) throughout the school. There is a weekly singing assembly for the children in KS1. Music and singing are incorporated into most assemblies, including whole school assemblies.

Planning ensures that the school gives the full coverage of the national curriculum as well as additional content which reflects the children's interests and enhances their learning further. Music teaching in the school is about excellence and enjoyment. We adapt and extend the curriculum to match the unique circumstances of our school. Curriculum links enhance the teaching of Music and help children to build skills. Lessons taught build on what the children already know. Continuous provision enhances the teaching of Music.

Charanga planning is used and adapted. A wide range of resources are available on Charanga to support topics taught and other subjects.

### **Early Years Foundation Stage (EYFS)**

All pupils in the EYFS are taught music as part of Expressive Arts and Design

This will include:

Singing songs, make music and dance, and experiment with ways of developing the sounds and movements used.

Representing their own ideas, thoughts and feelings through music, songs and dance

Musical instruments/experiences will be available for play (indoor and outdoor)

Performances including performances shared with parents (Nursery) and the Christmas Nativity

Resources include Charanga, Out of the Ark and Purple Mash. Musical instruments are available in the classroom and outside.

### **Key Stage 1 (KS1)**

All pupils within KS1 are taught music in line with the requirements of the national curriculum.

In KS1 pupils will be taught to:

Use their voices expressively and creatively by singing songs, chants and rhymes.

Play tuned and un-tuned instruments musically.

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

Experiment with, create, select and combine sounds by using and applying their understanding of the related elements of music.

<b>Year 1</b>	Charanga Units: Hey you; Rhythm in the Way We Walk; In the Groove; Round and Round; Your Imagination; Reflect; Rewind and Replay  Exploring Songs and Singing, Seasonal songs, Exploring Sounds, Duration, Pulse, Pitch, Instruments, Year 1 Performance, Performing in Assemblies
<b>Year 2</b>	Charanga Units: Hands, Feet Heart; Ho, Ho, Ho; I Wanna Play in a Band; Zoo Time; Friendship Song; Reflect, Rewind, Replay  Exploring Songs and Singing, African Music (Pitch, Duration, Pulse, Rhythm, Beat, Dynamics, Drums), Superhero Music (creating music using tuned and un-tuned instruments), Musical Appreciation of Music around the World (reflective of cultures in the class/school), Year 2 Performance, Performing in Assemblies

### **Our Approach to Music**

Music is an integral part of our Curriculum. It enhances the well-being of pupils and provides them with opportunities to be creative and express themselves. We recognise that Music contributes to a positive and growth mind set.

### **Music and the Wider Curriculum**

Where possible, Music is embedded into the topics that the children are learning about and may also be taught in different subjects across the curriculum.

The teaching of our Music curriculum reflects our school community. Songs, chants and music from different cultures are taught and listened to in class or in assemblies. Songs and music are carefully selected to link with PSHE themes or events and occasions that are celebrated in school and for our assemblies. Weekly singing assemblies enrich the Music curriculum provides children with a regular opportunity to practise a repertoire of songs.

As a school, we encourage individuals and groups to participate in music activities and performances. These may include assemblies, class assemblies, festivals, fairs, concerts and music in Art Week.

Children have the opportunity to take part in the school 'Talent Show' and can prepare their performances at home and at school before performing live on a stage in front of an audience. Year 1 and Year 2 both have end of term performances in the Spring and Summer term respectively.

Children may attend events at other schools including Year 2 attendance at the KS1 Music Festival.

To broaden our children's experience of listening and appreciating live music, we invite musicians to play their instruments so that children can learn more about music.

### **English**

Pupils develop their language skills through singing songs.

Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.

### **Mathematics**

Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

Children may learn mathematical facts through the singing of relevant songs.

### **ICT**

Pupils learn to use technology (Purple Mash) to compose music. There are a wide range of resources on Purple Mash and Espresso. These are available at home and can be used when home learning is set.

A wide range of songs and music is available on Teams and Curriculum – Whole School Resources – Music CDs (including a wide range of Out of the Ark resources).

### **Inclusion**

The needs of SEND or significant SEND children will be met through differentiation and personalised planning.

They may receive extra support from the class teacher, the learning support assistant or working alongside their peers in the classroom.

There are a wide range of resources on Charanga to support children with SEND

Challenge will be planned for in all lessons to help develop the learning of all children including more able pupils.

### **Assessment and Recording in Music**

We use ongoing assessment to inform and develop our teaching.

We assess children's progress each term (Foundation Subject Assessment) to inform future teaching and so that improvement can be tracked over time.

In the EYFS attainment in Music is included in EAD is recorded and assessed on a termly basis. At the end of EYFS children are assessed using the foundation stage profile which is reported to parents in the end of year report. Information about a child's progress and attainment in Music is also included in the KS1 reports at the end of the Summer Term.

Parents are kept informed of their child's achievements in music through discussion, parent consultation meetings and an end of year report. They will also have opportunities to see their child perform in concerts and at events attended by parents.

### **Spiritual, Moral, Social and Cultural Development**

Pupils learn to work effectively with their peers and others, and build positive relationships.

Pupils learn to build their self-confidence through learning to play percussion instruments and participating in musical performances.

Pupils learn to reflect on mood and senses through listening to and interpreting music.

Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

### **Teaching and Learning**

Music lessons are delivered regularly.

The teaching of music is delivered by the class teacher or Learning Support Assistant

Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with other pupils.

Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups
- Representing feelings and emotions through music
- Recognising rhythm, pulse and pitch

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing a wide range of resources.
- Setting tasks of varying difficulty.

- Utilising teaching assistants to ensure that pupils are effectively supported.

### **Role and responsibilities of the Subject Leader**

- To write and review a subject leader action plan
- To monitor and review teaching and learning in science including planning, observations, work scrutiny, learning walks, pupil and staff questionnaires
- To support staff and colleagues
- To ensure that music is well resourced
- To encourage high expectations of all pupils including children with SEND, disadvantaged children and most able children
- To ensure continuity and progression and learning experiences throughout the school
- To monitor and evaluate pupil progress and teaching and learning in science
- To track, monitor, collate assessment data and to raise standards
- To contribute towards staff meetings
- To identify strengths and weakness across the school
- To identify any necessary resources/CPD requirements in your subject
- To keep up to date with developments in science education and disseminate information to colleagues as appropriate
- To report to Governors when required

This document is a working policy and consequently can be reviewed at any time as necessary.