



**Rowanfield
Infant School**

Where our little gems come to shine

MUSIC POLICY

Approved by Full Governing Body – March 2015

Signature _____

Review date: March 2016

Review Committee:

Post Holder responsible:

Rowanfield Infant School Music Policy

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum 2014)

AIMS

At Rowanfield Infant School we aim:

- to encourage and develop in all children an enjoyment of music, together with an appreciation and understanding of the subject.
- to help develop the confidence and skills necessary to achieve the above by giving all children opportunities to use sounds and respond to music individually, in pairs, in groups of different sizes and as a whole school.
- to develop the skills of listening and applying knowledge and understanding through the interrelated skills of performing, composing and appraising.
- to nurture an enjoyment of music that will remain with them, in the future, as listeners or as participants.
- to encourage high standards, high expectations and constructive self-criticism in performance.
- to promote citizenship and pupils' spiritual, moral, social and cultural development through music.
- to promote the key skills of thinking, communication, application of number, working with others, improving own learning and performance and problem solving through music.
- to provide opportunities through music to promote other aspects of the curriculum such as thinking skills, work-related learning skills and links with ICT.

Objectives

Children should be able

- to explore and enjoy how sounds and silence can create different moods and effects when
- the musical elements of pitch, duration, dynamics, tempo, rhythm, texture, timbre and silence are combined and organised and used expressively within simple structures.
- to listen carefully and develop concentration and respond physically to music.

- to experience a range of live and recorded music from different times and cultures.
- to rehearse and perform with others to a variety of audiences.
- to respond to a variety of musical and non-musical starting points.
- to respond with enthusiasm, confidence, imagination and control
- to link musical experiences with other subjects

ENTITLEMENT

Statutory Requirements

In the Foundation Stage children's creative development is supported, fostered, promoted and developed through music. Children are given opportunities to explore and share their thoughts, ideas and feelings through a variety of musical experiences and activities. By the end of the Foundation Stage children should recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

In KS 1 there are four elements with a progression throughout, extending to content, terminology and expectations. KS 1 pupils are expected to achieve levels 1-3 of the attainment targets (with the majority of children reaching level 2).

Subject content

Key stage 1

Pupils should be taught to:

- ☑ 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.

IMPLEMENTATION

Programme of study

The core of the school music will be delivered through following the coherent and progressive online course called 'Charanga Music School.' All classes have a timetabled music period each term with access to tape recorder and tapes, C.D. player and C.D.s, tuned and untuned percussion. Each year group has the relevant instruments, online resources and planning to deliver our music curriculum.

Time Allocation

In the Early Years Foundation Stage children have the opportunity to join in cross curricular musical activities as well as discrete music lessons.

In Key Stage 1 children study music as a discrete subject for approximately thirty minutes per week but musical activities such as singing songs may also be incorporated into other lessons as appropriate. Singing practices also give another opportunity to listen, appraise and perform so each class can be deemed to be having at least another 10 minutes of music per week.

In addition:

Assemblies

Assemblies provide a performing opportunity for all when hymns and songs are sung. A variety of music is played as children enter and leave, thus developing listening and appraising skills and increasing repertoire.

All children are given opportunities to perform in front of an audience usually as part of year group shows. The Reception children school usually performs a Nativity play with music at Christmas and Key Stage 1 has a Carol Service in which the children sing a selection of Christmas songs to those attending.

Visiting performances

Where possible, the children will be given the opportunity to hear “live” performances through using visiting musicians.

Cross Curricular

There are opportunities for class teachers to extend music into English (creative writing and drama), Maths (number songs), Art (drawing or paintings inspired by music), PE (music and movement), History (music from different times), Geography (music from different places), R.E. (drama), Science (sound) and ICT (how new technology has changed music).

Inclusion

No differentiation will be made by race, gender, creed or disability.

Differentiation

The great majority of pupils will follow programmes of study for their year group. Appropriate provision will be made, when necessary, for pupils who need help to access the music curriculum.

Classroom Management

Music lessons generally take place in classrooms. Children may be organised into different groups (individual, pairs, small groups) or work as a whole class.

Staff Roles

Class teachers and Higher Level Teaching Assistants take classes for music lessons. Singing practices are led by Mrs Proctor with assistance from other staff. Mrs. Proctor can play the piano.

The music Subject Leader oversees and evaluates the music curriculum. The co-ordinator is available for help or advice. She is also responsible for ordering and maintaining the music resources.

Organisation of Resources

Area	Resources
Hall	Piano Tuned and untuned percussion instruments on a music trolley and in drawers Music books

	Carousel (large format books and tapes) Silver Burdett CD players CDs
Reception	Music Express Foundation Stage books and CDs Access to percussion in hall Charanga Music School online
Y1	Music Express Year 1 books and CDs Access to percussion in hall Charanga Music School online
Y2	Music Express Year 2 books and CDs Access to percussion in hall Charanga Music School online
Library	A selection of books

Parental /Community Involvement

Parents are invited to class performances or shows in which children may perform musical items.

ASSESSMENT

Class teachers assess Reception children as part of the Foundation Stage in the 'Exploring using Media and Materials' section from the Expressive Arts and Design. Class teachers in Key Stage 1 complete assessment sheets from Charanga Music School's online resources.

EVALUATION AND REVIEW

Success can be monitored by:

- the progress children make in their musical activities
- the enjoyment children show in their music lessons
- through pupil conferencing

11th February 2015

Mrs Jill Proctor

Music Subject Leader