

Cottesbrooke Infant & Nursery School Music Policy

Updated January 2017

MUSIC POLICY STATEMENT

Why Teach Music

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.

(National Curriculum 2014)

Aims

“The fundamental aim of music education is to help children appreciate and achieve musical quality. Musical quality requires confidence, independence and ownership and these characteristics need to be developed constantly.”

“The most important thing is that children are motivated to enjoy and succeed in music.”

(A Scheme of Work for Key Stages 1 & 2 Music Teachers’ Guide)

In the Foundation Stage music comes under the area of Creative Development. The aim is that through carefully planned practical activities and structured and unstructured play our young children will learn how to listen to and explore sound and music and how to use it to express their creativity and imagination. It is at this stage that the early knowledge, skills and understanding of music are laid to underpin Key Stage 1 work.

During Key Stage 1 the aims and purposes of music in Cottesbrooke Infant & Nursery School are in line with those stated in the QCA/DfE Scheme of Work. By engaging children in making and responding to music, music teaching offers opportunities for them to

- develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality
- acquire the knowledge, skills and understanding needed to make music, for example in community music making
- develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work.

At Cottesbrooke Infant & Nursery School we are continually aiming to raise the standards of achievements of our pupils.

Planning

Planning is undertaken at three levels:

Long term planning

In the Foundation Stage this is based on the Early Learning Goals using the *Music Express* scheme as a resource.

Key Stage 1 long term planning is based on the *Music Express* scheme (which is based on the structure of the QCA scheme of work and fulfils the requirements of the Music National Curriculum). Care is taken to ensure that there is progression and development across the year groups.

Medium term planning

This is carried out half-termly within each year group. In the Foundation Stage there is a regular musical element to the planning for creative development and the *Music Express* scheme is also used for activities and ideas. In Key Stage 1 there are six weekly lessons in the scheme which are intended to be taught over a half term.

Short term planning

This is carried out weekly by individual teachers using and adapting the *Music Express* scheme as appropriate.

Cross Curricular Links

Music is closely linked to other areas of creative development especially art, dance, role-play and imaginative play although it is also specifically taught in both stages as a separate subject.

There are many potential links to other curriculum areas. Music is a form of communication and can make a significant contribution to the development of literacy, especially in the development of speaking and listening skills. Recognition of repetition, rhythm, beat and pulse, all have links with numeracy skills and learning about music and composers from many times and places can enhance and “bring to life” history and geography work. Throughout the ages, as now, music is strongly associated with RE - worship and celebration.

Links with ICT

The use of ICT is essential to assist pupils in all areas of the music curriculum as in the professional world of music. ICT opportunities in music include the use of:

- Software designed to enable exploration of sounds
- Recording equipment to recall sounds and identify and make improvements
- Listening units which can be used by the whole class or for groups to play tapes and/or CDs through headphones
- CD ROMs from the scheme *Music Express* which contain pictures and video clips.

Personal, Social, Health Education and Citizenship Links with Music

Music is one way to help children to develop the skills and attitudes in accordance with Every Child Matters. For example:

- Listening skills
- Concentration
- Creativity
- Aesthetic sensitivity
- Perseverance
- Interpersonal skills
- Self confidence
- Sensitivity towards others

Collaborative work is an important aspect of the music curriculum. In whole class, small groups and paired working pupils are encouraged to achieve goals which require the support and assistance of others in sharing musical ideas and expressing opinions about their own and others work.

Problem Solving and Thinking Skills

Pupils have the opportunity in music to work both individually and collaboratively with others to solve problems and improve their own skills and understanding. Making music involves decision making, planning activities, making choices about what sounds to use, deciding how to arrange and present their music which encourages critical thinking. The skills involved in evaluation – the ability to discern and decide the value of what they hear and see enables pupils to develop reflective skills and confidence in their own judgement.

Teaching Methods and Approaches

At Cottesbrooke Infant & Nursery School music is taught through a variety of teaching methods and approaches. These may include at various times whole class teaching, group and paired work, individual work, visits, demonstrations and/or workshops from professional musicians and the opportunity to perform for each other, the school and their parents.

Organisation

In the Foundation Stage and Key Stage One the teaching may be integrated with other subjects, for example, art, dance or RE. However, there will also be a specific element of music teaching every week as detailed in the weekly plan.

In Key Stage One music is taught on a weekly basis following the *Music Express* scheme which is closely linked to the QCA suggested scheme.

In Year 1 the units are: Sounds Interesting (Autumn 1), Long and Short (Autumn 2), Feel the Pulse (Spring 1), Taking Off (Spring 2), What's the Score (Summer 1) and Rain, Rain go Away (Summer 2).

In Year 2 the units are: Long and Short (Autumn 1), Feel the Pulse (Autumn 2), Taking Off (Spring 1), What's the Score? (Spring 2), Rain, Rain go Away (Summer 1), and Sounds Interesting (Summer 2).

To supplement the *Music Express* scheme regular opportunities are given in assembly and class for children to listen to a variety of music from a wide range of cultures.

Display

At different times the display areas in the hall, entrance, Year Group areas and classrooms may have a musical focus and as such provide a learning tool and a means of valuing and presenting children's work.

Assessment and Record Keeping

Assessments of children's progress are made during lessons. They may include observing pupils' work, involving children in assessing their own work, questioning, talking and listening to pupils and considering the materials produced by the children. Every half term each child is assessed on the unit covered and the level achieved is recorded. This informs the delivery and structure of the next stage of learning. Work that has been taught is highlighted on the medium term plans. At various times in the year the children's music may be recorded.

Reporting

All parents receive an annual report of children's progress in the third term and an opportunity to discuss this with the teacher. In other terms there is an opportunity to look at children's work and/or talk to the class teacher. There are also several opportunities in the school year through class and whole school assembly for parents to see and hear their children performing music.

Resources

Music is well resourced in Cottesbrooke Infant & Nursery School and includes:

- Tapes, CDs and sheet music (located in the library cupboard and in classrooms and shared areas)
- Three boxes of percussion instruments, ie one per Year Group (located in Year Group areas)
- Recorders, a small steel drum, stringed cymbals, music stands and a wide range of percussion instruments (in the hall)

- CD players, headphones and listening units (in the classrooms)
- Two CD/tape players and a sound system (in the hall)
- The scheme *Music Express* (each class has their own copy) which contains lesson plans, teaching notes, a CD of tracks to listen to and a CD ROM featuring video clips and pictures accessible by computer
- “Sing Up” ICT resources
- Singing playground songs-J Drive Singing Playground folder

Equal Opportunities

As a staff we are aware of the importance of providing equal opportunities in all subjects for all children. We take into account the children’s diverse needs which may include issues arising from their cultural background, gender, special needs or home circumstances. Every attempt is made to ensure that this aim is reflected in the teaching strategies, the attitudes of staff and in the resources. The instruments used in school include some from other parts of the world (eg small steel drum, cabasas etc) and the music children listen to comes from a variety of sources and in a variety of languages.

Children with Special Educational Needs (Including MAC Children)

Wherever possible we aim to fully include pupils with SEN in all school activities. Where necessary individual children’s specific needs will be discussed with the SENCo and an Individual Education Plan may be drawn up. Some pupils may receive extra help in the form of modified tasks or equipment and/or support staff such as integration assistants and pupil support services. MAC children have the opportunity to be involved in projects specifically intended to develop and extend their skills.

Homework

There is no specific homework set for music.

Fundamental British Values and Universal Virtues

Cottesbrooke Infant & Nursery School promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We also promote the universal virtues of courage, compassion, self-discipline, justice and humility. Where relevant, these values and virtues should form part of the teaching of music.

Actively promoting these values and virtues means challenging opinions or behaviours in school that are contrary to fundamental British values.

It is not necessary for staff to ‘promote’ teachings, beliefs or opinions that conflict with their own, but it is unacceptable for staff to promote discrimination against people or groups on the basis of their belief, opinion or background.