

Bournes Green Infant School

Music Policy

Our Vision

At Bournes Green Infant School the governors, staff, children, parents and carers work together in an atmosphere of mutual respect and trust in a community that is strengthened and enriched by a diversity of background, culture and religion. Our priority is to foster the self-confidence, self-esteem and independence of **all** in a climate of growth and opportunity that will enable us to achieve the highest standards. We actively promote a healthy environment in which children enjoy learning and develop the skills needed to become responsible members of society. We aim to bring learning to life.

'**Strength Through Wisdom**' was the original mission statement for our school. Today we nurture our children to be confident and articulate with an enjoyment of learning in the belief that this will enable them to gain strength from their developing wisdom.

See also related policies: Teaching and Learning, Curriculum, Assessment, Behaviour, Equal Opportunities, DDA Scheme, Role of Curriculum Leader, SEN, Early Years, Healthy Schools, Gifted and Talented, Home Activity Guidelines and all subject policies.

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.

Key Principles

The principles for teaching music at Bournes Green Infant School are:

- to provide equal access to develop skills, knowledge and understanding
- to provide equality of opportunity for every child to experience and share in a wide variety of music and songs from different styles and culture.

Aims

Our main aim is for all of our children to achieve in Music and to study it with confidence, enjoyment and a sense of achievement.

Music teaching offers opportunities for children 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.

To provide these opportunities we will:

- have regular lessons involving whole class, small group and individual activities
- ensure there is sufficient opportunity for children to participate in active music making
- encourage children to discover, explore and develop technical skills
- ensure there is usage of a wide variety of musical instruments including the voice
- give sufficient time to develop and refine listening skills
- teach children how to create, store and display musical sounds
- use a variety of learning styles and resources to ensure that we cater for **all** our children
- challenge **all** children to achieve a high standard in Music
- encourage children to share their own musical talents both in class and assemblies

Organisation

The teaching programme is based on identified learning objectives and is planned thoroughly to ensure high expectations, consistent approaches and good progression throughout the school. Learning objectives may be taught in isolated music lessons or through a cross curricular approach.

We aim to ensure that every child enjoys their musical experience, makes progress and gains positively from lessons. Therefore lessons are planned so that all pupils can be included.

Management

The role of the Headteacher is to:

- Remain well informed, provide active leadership and set high expectations for what can be achieved by staff and children

- Make sure there is systematic monitoring and self-review of planning, teaching, assessment, learning outcomes and children's work

The role of the Music Leader is to:

- Take the lead in policy development and the production of schemes of work, designed to ensure progression and continuity throughout the school
- Support colleagues in their development of plans, their implementation of the schemes of work and in assessment
- Support colleagues in their use of software available, including web-based resources
- Monitor the effectiveness of teaching and learning in Music across the school
- Share expertise and gives support that is needed to influence practice throughout the school
- Keep up to date with developments in Music and disseminate information to colleagues, as appropriate
- Take responsibility for the purchase and organisation of central resources in Music

The role of the Teacher is to:

- Have a knowledge of Music and the Early Years Foundation Stage (EYFS) and use appropriate teaching methods
- Secure high standards through effective teaching
- Use ICT software and web-based resources to enhance teaching and learning
- Set clear challenging targets for all children
- Provide additional challenge for those identified as being more able in this subject and support for the less able
- Make sure appropriate tools and equipment are provided to ensure that all children are able to access the curriculum

The role of the Teaching Assistant is to:

- Encourage
- Question
- Help to make sure that each child plays a full part in every lesson by reinforcing teaching points as well as key language
- Assist individuals or groups through encouragement and by promoting discussion
- Develop children's ideas and thinking by questioning
- Assist children with differentiated work, especially those with provision maps
- Work with groups on differentiated work across the ability range

The role of the Music Governor is to:

- Meet with the Leader to discuss the development of Music within the school
- Be involved with formatting a policy for Music and monitoring and evaluating

Planning

In Reception, children follow the Early Years Foundation Stage Curriculum. Music is mainly found under the umbrella of Expressive Arts and Design. However, it contributes to all areas of learning in the Early Years Foundation Stage Curriculum.

In Key Stage One, teaching follows the National Curriculum for Music. *The Curriculum Map* (long term plan) outlines musical development and practical activities.

The Scheme of Work (medium term plan) highlights coverage of:

- listening, appreciation, improvising, performing and composing; the development of skills
- knowledge and understanding through making and responding to music from contrasting cultures, times and traditions vocally and instrumentally and using a variety of stimuli

At our school teachers' work in year groups and plan cross curricular work whenever possible.

Assessment

In Reception a child's progress is recorded using the Foundation Stage Profile and assessed in relation to the early learning goals.

Across the school, assessment is on-going; it will include informal observations, oral questioning and review of work produced. Assessment for learning is used to guide the progress of individual children in Music. It involves identifying the child's progress, determining what each child has learnt and therefore what the next stage in his/her learning should be. This can then be used when considering planning for the next stage of work.

Feedback to Children

Feedback to children on their progress in Music is achieved through informal discussions with the children whilst they are undertaking each task or group work. Effective discussion aims to help the children learn and reflect on their work.

Making links with subjects across the curriculum

Music contributes to many subjects of the curriculum, especially in creative arts. Wherever possible, links will be made with other subjects across the curriculum.

Parents

Parents are kept informed through termly curriculum letters. Children's attainment is reported on their annual written report. Parents are invited to watch their children perform during class assemblies, music festivals and whole school festival such as Harvest.

Resources

We have a range of themed resources including ICT software to support in the delivery of Music. The teachers use a variety of teacher resource books and listening material to teach the scheme of work. There is a range of tuned and un-tuned percussion instruments available.

English as an Additional Language (EAL)

We support our EAL children in a variety of ways in Music. Whole class sessions provide helpful adult models of spoken English and opportunities for careful listening, oral exchange and supportive shared repetition. Group work provides opportunities for intensive, focussed teaching input. We repeat instructions for EAL children when necessary and emphasise key words. Some language may need careful explanation.

Special Educational Needs

It is our intention whenever possible to include all children in Music lessons, so that they benefit from watching and listening to other children sharing and modelling their music skills. However, some classes may have children whose progress requires special consideration. In this circumstance the class teachers may wish to consider if the Music lesson is the most appropriate way for the child to spend his/her time. In this situation the child's Provision Map will form the basis of their work.

Race Equality

We will make use of opportunities to build upon the diverse backgrounds of all children in the classroom. We will include music from contrasting cultures, times and traditions both vocally and instrumentally to enhance the children's knowledge and understanding.

Able, Gifted and Talented

Able, Gifted and Talented children are identified on our register or awareness list. The use of higher order questioning may be used to encourage children to develop their ideas and thoughts.

Health and Safety

Class teachers are responsible for the safety of the staff, children and volunteers within their class. When handling musical instruments we teach the children to show respect by handling them with care.

Review This Policy was reviewed by the Staff and approved by the Governing Body in Summer 2016.

It will be reviewed in accordance with the Policies and Key Documentation Review Timetable.