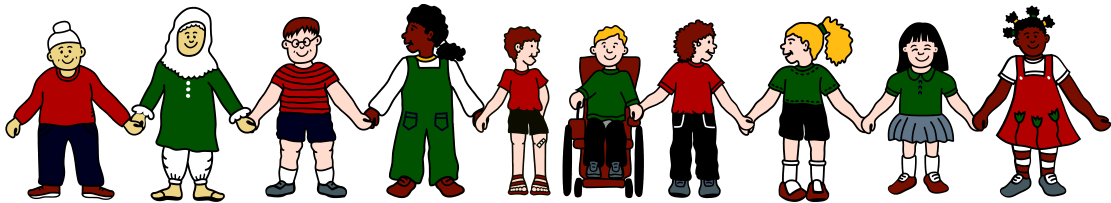


**THE GILES
NURSERY
AND
INFANTS' SCHOOL**



Music Policy

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Music Policy

Aims and Objectives

- 1.1** Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can play an important part in personal development. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to better understand the world that they live in. Besides being a creative and enjoyable activity, music is a highly academic and demanding subject. It plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop musical skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2** The objectives of teaching music in our school are:
- to explore how sounds are made and can be organised into musical structures.
 - to show how music is produced by a variety of instruments.
 - to begin to teach how music is composed and written down.
 - to examine the relevance of when, where and why a given piece of music was written.
 - to develop the interrelated skills of composition, performance and appreciation.

Teaching and Learning Style

- 2.1** At The Giles Nursery and Infants' School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse, pitch, rhythm and dynamics. We often teach these together. We also teach children to make music together, to begin to understand that music can be written down, and to begin to compose.
- 2.2** We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:
- setting tasks which are open-ended and can have a variety of responses.
 - setting tasks of increasing difficulty.
 - setting differentiated tasks.
 - providing resources of different complexity, depending on the ability of the child.
 - using classroom assistants to support the work of individuals or groups of children.

Additional Music Teaching

- 2.3** There is a weekly after school choir club.

The Giles Nursery and Infants' School

- 2.4 The Breakfast Club and After School Club both include music activities within their sessions.
- 2.5 Rocksteady Music School offer band lessons weekly in school for up to 45 pupils.

Music Curriculum Planning

- 3.1 We follow a creative, spiral curriculum to ensure that learning happens in a sequential, progressive manner. This enables pupils to build their knowledge and skills upon previous learning and embed what they have learnt.
- 3.2 We use the music scheme Charanga. Charanga follows the national curriculum and model music curriculum objectives for music.
- 3.3 The provision of the Charanga music scheme is enhanced by further opportunities in school for the children to apply their musical skills in preparing for and performing concerts throughout the year.
- 3.4 In the early years foundation stage framework (EYFS), music falls within expressive arts and design. Our early years team carefully plan and teach a range of nursery rhymes and songs and offer opportunities for children to respond to music they hear, through talk and movement. These activities are planned in accordance with the early years foundation stage profile. Continuous provision includes readily accessible musical instruments, a performance area and interactive displays that the children can use during child-initiated learning. Reception children also explore music through the Charanga platform.
- 3.5 While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:
 - increasing breadth and range of musical experiences.
 - increasing challenge and difficulty in musical activities.
 - increasing confidence, sensitivity and creativity in the children's music-making.
- 3.5 The role of curriculum leaders is to ensure that the skills and knowledge being taught in each year group are sequential and build on those taught previously. Curriculum leaders work closely alongside teachers to ensure that progression is closely aligned with both the EYFS and national curriculum expectations. The curriculum leader collates a curriculum journey that also includes specific musical vocabulary that should be taught in each year group. The curriculum journey outlines pupils' experience of music from Nursery to end of Year 2. This curriculum journey is the mid-term planning that teachers use to guide their short term planning. Each year group puts together a curriculum map outlining the topics for that half term. This curriculum map forms a long-term plan.

The foundation stage

- 4.1 We teach music in Nursery and Reception as an integral part of the topic work covered during the year. Children in Nursery and Reception have the opportunity to learn nursery rhymes, poems and songs, as well as becoming deeply familiar with stories and developing skills in oral retelling. In Reception, the children progress to learning about a musician each month. They are encouraged to respond to the music through movement and to comment on the music they hear. The children can perform for each other spontaneously through child-initiated learning, and for their families in termly concerts.

Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, nursery rhymes support vocabulary development, and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music to teaching in other curriculum areas

5.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. The children learn that it is possible to write music down, understanding that notation is a form of written communication. Of particular significance for the age range of the children in our school, music supports children to develop their ability to listen for the duration of sounds, rhythm, beat, and phrasing, and transfer this ability to discerning words, phonemes, syllables and sentences.

5.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Counting songs support children's learning and mastery of number. Rhythm and beat are mathematical structures.

5.3 Personal, Social and Health Education (PSHE) and Citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. At an individual level, learning music and songs builds memory and recall processes; appraising music allows an individual to relate what they are hearing to their own experiences of the world and emotions; and performance can contribute to building self-esteem. Music is also a communal activity. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

5.4 Religious Education

Music contributes to celebrations of religious festivals for various faiths. As part of assemblies, Eid, Diwali and Christmas are celebrated using appropriate music. At Christmas the Year 2 children perform a traditional Nativity using festive songs. Year 1 children learn traditional carols and visit All Saints Church to take part in a carol concert. In Reception the children also learn and perform Christmas and festive songs.

5.5 Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at The Giles Nursery and Infants' School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

In assembly children sing songs and listen to music and enjoy learning about composers and their lives. A regular Musician of the Month focus in Reception and key stage 1 helps to develop the children's broad appreciation of diversity and richness of music from many genres and cultures and its use for a range of purposes.

Music and computing

- 6.1** Pupils at our school have their own account for the online platform Purple Mash. This has a program where children can experiment with creating sounds, rhythms and music. They can learn to save their work and play it back. Children can research composers and music using safe internet searches. Year 2 children study a computing unit on music.

Music and Inclusion

- 7.1** At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: SEND; More Able and Most Able Children and English as an Additional Language (EAL).
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the national curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 7.3** Intervention through SEND support may lead to the creation of an Assess, Plan, Do, Review profile (APDR) for children with special educational needs. The APDR may include, as appropriate, specific targets relating to music.
- 7.4** The Charanga music scheme has a SEND section to complement the planning. This includes, for example, signing for singing.

Assessment for Learning

- 8.1** Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Assessment of children's performance in music will be recorded on the foundation subjects assessment spreadsheet in key stage 1 (Feb and June) and as part of the Early Learning Goals assessment system in early years (Dec, March and June). This is analysed by the music leader in order to monitor the performance and progress of pupils in relation to the end of year and end of key stage expectations.
- 8.2** Where possible, the music curriculum leader keeps samples of children's work in a portfolio, which they use to demonstrate the expected level of achievement in music for each age group in the school.

Resources

- 9.1** We seek to ensure that there is a good range of tuned and untuned percussion instruments available to all year groups. These include class boxes of instruments in Year 1, a music trolley for key stage 1, a music trolley for Reception and musical instruments in Nursery. There is also a central store of instruments. There are sufficient resources for all music teaching units in the school. The library contains a good supply of topic books to support children's individual research. Pupils learn in computing about

how to do safe searches on the internet to research online. Teachers model and lead this in class.

Musical Activities in the School

- 10.1** We believe that music enriches the lives of people, therefore we wish to involve as many children as possible in musical activities. We encourage children to enjoy singing together. They perform for their parents, carers and families on a number of occasions throughout the year.
- 10.2** In our school we believe that exposure to music in many forms is invaluable to enhancing a child's understanding and appreciation of the world. To this end, we welcome a range of visitors who perform and run workshops for our pupils. Recent workshops and performances have included: samba drumming, Diwali dance, Indian dance, Chinese dragon dancing, and live musical theatre productions.

Parent partnership

- 11.1** Parental involvement is encouraged, with attention drawn to activities via newsletters, information on the website and displays in school. Parents/carers are invited to support their children in school and to contribute any skills and knowledge they may have in an area being taught. Parents/carers are invited to class celebrations of work as a culmination of learning, including harvest, Christmas, spring and summer concerts.

Monitoring and review

- 12.1** The coordination and planning of the music curriculum are the responsibility of the curriculum leader, who also:
- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
 - gives the headteacher / governor with responsibility for music an annual summary report in which they evaluate the strengths and weaknesses in music and indicates areas for further improvement.
 - uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.
- 12.2** The governor with responsibility for music is primarily responsible for monitoring the implementation of this policy. This will be through discussion with the curriculum leader and consideration of the evidence gathered in the subject file. The work of the curriculum leader is also subject to review by the headteacher as part of our performance management arrangements.
- 12.3** This policy will be reviewed at least every two years.

Other documents and appendices

- 13.1** The music policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment and the EYFS policy.

Last Review : November 2024

Review Dates: November 2026