

Music Policy – Purston Infant School

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. 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 can also be a highly academic and demanding subject. It also 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 the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Our objectives in the teaching of music are:

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 independently and with others

To enable all children to experience a wide range of musical activities.

To understand and explore how music is created, using pitch, duration, tempo for example

To provide opportunities for children to develop and extend their own interests and explore and express their own ideas

To help children develop a musical vocabulary

To enable children to develop skills, attitudes and attributes that can support learning in other subject areas

Teaching and learning style

At Purston Infant 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. 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 and pitch. We also teach children to make music together, to understand basic musical notation, and to compose.

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:

Additional music teaching

A whole year group singing session takes place once a week with Mrs Oakley who is a peripatetic teacher.

Key Stage One - Music curriculum planning

Music is a foundation subject in the National Curriculum. In Key Stage One, children's experiences in the Foundation Stage are recognised and built upon. Our school uses Music in Action (as the basis for its curriculum planning). 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.

The Foundation Stage

In the Foundation Stage, music is planned as part of Expressive Art & Design and children work towards the Early Learning Goals. Children have the opportunity to sing, play musical games, explore sounds, dance and move to different kinds of music. Although some of these activities are integrated throughout the day, discrete music lessons are also planned usually on a weekly basis. Children focus on singing simple songs from memory. These might include nursery rhymes, action songs, topic related songs or counting songs. They have opportunities to match movement to music, responding to their own singing, tuned or un-tuned percussion instruments or a pre-recorded piece of music. They recognise and explore how sounds can be changed and investigate repeated sounds and sound patterns.

The contribution of music to teaching in other curriculum areas

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. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

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.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build

up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

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 Purston Infant 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.

Music and inclusion

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.

Assessment for learning

Children demonstrate their ability in music in a variety of ways. Teachers will assess children's work in music by making informal judgements through observation, questioning and listening. In Key Stage One, teachers assess children's progress, skills, knowledge and understanding and use these to inform future planning and to provide information to pass onto parents. Children are encouraged to make judgements about how they can improve their own work.

Class teachers write annual reports and at the end of the academic year, parents receive information relating to their child's musical skills and

understanding. Information can also be relayed to parents in Open Evenings.

In the Foundation Stage, teachers keep pupil tracking sheets for all seven areas of the curriculum which monitor progress throughout the year. Parents receive the Foundation Stage Profile in July and musical development is assessed against the early learning goals as part of Expressive Art & Design.

Resources

Additional resources are kept in the hall. These include multi-cultural instruments, song and resource books, CD player and CDs.

Musical events

Purston Infants perform nativities, Spring Sing and end of year assemblies where children have the opportunity to sing, play instruments and develop their confidence.

Class assemblies give children the opportunity to rehearse and perform to a wider audience, demonstrating skills in singing, instrumental playing and responding to music through dance and drama. Other occasions where children can demonstrate their musical abilities are during Arts Week and in Celebration Assemblies.

Monitoring and review

The coordination of the music curriculum is the responsibility of the subject leader, who also supports colleagues in their teaching, by keeping informed about current developments in music.

The Policy and Scheme of Work will be reviewed and updated where necessary.

The subject leader will review resources annually, order new resources and organise the storage and use of them.