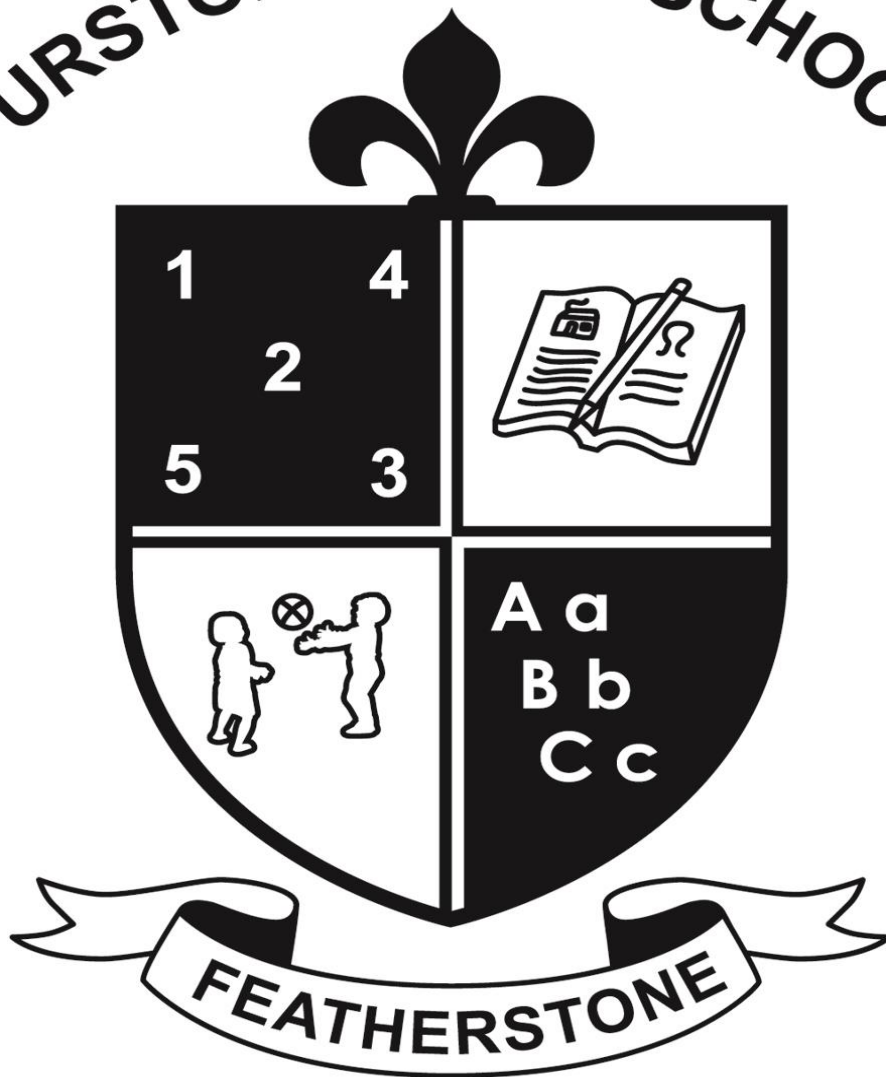


PURSTON INFANT SCHOOL



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.

Aims and objectives

The national curriculum for music aims to ensure that all pupils:

- 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 .
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Teaching and learning style

At Purston Infant School we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences.

The learning within this scheme is based on:

- Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

At Purston Infants 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. 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 and to 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 children how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we 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 by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity depending on the ability of the child
- using teaching assistants to support the work of individuals or groups of children

Music Curriculum Planning

Key Stage One

The 'Charanga Musical School' Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and nonspecialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.

Early Years Foundation Stage

We teach music in foundation stage as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Other Curriculum Areas

Music in Purston Infants, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of ;

- Literacy (language skills, rhythm, rhyme, research, creative writing, communicating ideas)
- Maths (patterns, sequences and processes)
- dance, art, ICT (composing, notation, research, use of iPads and recording for assessment)
- PSHE (reflecting, listening, creating, performing).

SEND

At Purston Infants we teach music to all children, whatever their ability. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment and Recording

Teacher assessment is incorporated into class teachers' termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Evidence may be in books, on display or recorded performances (audio or video).

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment.

Information on a child's progress in music will be communicated to parents in the written report once yearly.

In the early years we assess children against the stages and Early Learning Goals in 'Development Matters', this informs the Early Years Profile.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in the school hall, including instruments and song books. We also have access to the Charanga Musical world website.

The School Choir and Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children, to join. The choir meets on a weekly basis and, our aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year

Monitoring and review

The work of the subject leader involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.