

**Bushfield Road
Infant School**

MUSIC POLICY

Bushfield Road Infant School Mission Statement

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident lifelong learners.

Communication and Interaction

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional wellbeing.

For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to The Communication, Interaction and Literacy policy for further information.)

MUSIC

Aims

- To develop the children's ability to compose music with understanding.
- To develop the children's ability to perform music.
- To develop the children's ability to listen and appraise music, including knowledge of musical history, our diverse musical heritage and traditions and a variety of composers and their work.
- To develop an enjoyment and appreciation of all music, including recognition of different types of music.

Objectives

By the end of Key Stage One, all pupils should be able to:

- Use their voices expressively by singing songs and chanting rhymes.
- To be able to control sounds made by the voice and a range of tuned and untuned instruments.
- Listen with concentration, explore, internalise and recognise musical elements.
- To perform with others and develop an awareness of audience, venue and occasion.
- To compose in response to a variety of stimuli.
- To communicate musical ideas to others.
- To listen to and develop an understanding of music from different times and cultures and apply these to their own work.
- To respond to and evaluate both live and recorded music, including their own and others compositions.

Teaching and Learning Organisation

a) Curriculum equal opportunities

All pupils are entitled to a broad and balanced music curriculum in accordance to the schools policy for equal opportunities. The music curriculum will provide equal opportunities through:

- Activities which are well matched to the different needs of the pupils.
- Effective planning which challenges and inspires using clear objectives, high expectations and a clear indication of the role of adults with an emphasis on how they support individual and groups of children and guidance on safety.
- Equal access and relevant provision for all pupils, reflecting IEP and IBPs, gifted and talented and other independent needs.
- Open access to all support materials.
- Hands on experiences.

b) The core concepts, skills and attitudes

Children will be encouraged to:

- Develop positive attitude towards primary music.
- Work cooperatively with others in a range of different groupings and as a whole class.
- Tackle problems confidently and with independence.
- Take ownership of their own learning.
- Develop a love of music.
- Develop confidence in performing and in their own achievements.
- Develop greater self confidence and self esteem.
- Develop an ability to discriminate between different sounds.

- Understand the different musical elements of pitch, duration, pace, timbre, texture, dynamics, structure and silence and apply these to their own compositions.
- Listen to, review and evaluate a range of music across different times, genres, styles, traditions and cultures including the work of great musicians and composers.
- Communicate their ideas to others clearly and effectively.

c) cross-curricular themes

Music will be taught within the creative curriculum with links to half-termly topics. Advantage will be taken of all links to other subjects in particular Art, PE, ICT, History and RE.

Key Stage One

Music is integrated into a cross curricular approach as set out in the long term plans for Key Stage one. Each area of music is used as a focus each half-term in the context of the relevant topic (also see learning frameworks). Topics run on a 2 year cycle so as to maintain an engaging and motivating curriculum which avoids repetition.

The schools agreed format for long and medium term planning is followed by all teachers to ensure continuity and progression.

Teachers collaborate to produce learning frameworks and medium term plans for each topic which ensures coverage throughout the year.

Short term planning is undertaken by all teachers using an agreed format. The essential elements of all short term planning are: objectives, outcomes, key skills, enterprise skills, differentiation, learning tasks and resources.

The learning objectives are taken from the National Curriculum and the outcomes are linked to the level descriptors. Teachers assess against these learning objectives and marking refers to the success criteria for each lesson.

Foundation Stage

Within the Early Years Foundation Stage documentation, music makes up a part of the creative arts and design element.

Lesson content is linked to the half-termly topics as set out in the long term plans. Music is taught in focused lessons as well as throughout the other curriculum areas as part of a cross-curricular, topic based approach (see topic based learning frameworks and medium/short term plans).

The objectives and success criteria are taken from the age appropriate learning objectives from the curriculum.

Children have access to music programs on the computers and a coomber to listen to during child-led activities.

To ensure the music curriculum is accessible to and demanding of all pupils some of these principles will apply for all or part of the time:

- Identifying and minimising barriers to learning and participation.
- Maximising resources to support learning participation.
- Work will include feedback either verbally or in written form.
- Activities will be well matched to levels of attainment through differentiation of tasks, resources, outcomes and/or objectives.
- Language will be simplified for children who experience difficulties in comprehension, reading or writing and employ appropriate terminology for others.
- Sufficient repetition will be allowed to consolidate skills.

d) Safety to include child protection

All music activities must be safe for children and adults. Teachers should refer to:

- The school's Health and Safety Policy.

- The school's risk assessment management policy.
- The school's safeguarding policy.
- Any concerns regarding safety of children and staff should be reported to the Head Teacher immediately.

e) Assessment, recording and reporting procedures

Assessment in music mainly takes the form of observation, recording, teacher question and transcripts.

The children's music abilities are assessed termly and recorded on the termly group record sheet. These are passed on to the next teacher at transition points.

In short term plans, learning outcomes are noted in the outcomes column of the lesson plan. Teachers record their lesson outcomes and observations on their short term plans and these inform future planning.

Assessment for learning is an integral part of our curriculum and therefore each lesson. The children make self and/or peer assessments against the criteria set for each lesson.

In the Foundation Stage children's progress is monitored using the EYFS Development Matters documentation.

In addition to the above:

- Progress will be reported to parents at termly parent meetings and in end of year reports.
- Coordinator will moderate quality of learning through lesson observations as appropriate and examples of work and planning viewed during coordinator release time.
- Coordinator will offer support as required with regards to planning and own knowledge and to audit provision of resources kept in the central resource cupboard.