



Music Policy

Common Road Infant and Nursery School

Our music curriculum is designed to develop children's skills in the areas of musical appreciation (listening and discussing), performance on instruments and with voice, composition and recording to evaluating musical performance. At Common Road we make music an enjoyable learning experience through using Music Express. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We teach them the disciplined skills of recognising pulse and pitch. Children also develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. Also, we teach the children how to work with others to compose music and perform for an audience.

Aims

- Provide a relevant, challenging and enjoyable curriculum for music for all pupil.
- Meet the requirements of the national curriculum programmes of study for music.
- To provide children with consistent approach to practical, progressive musical experiences which are enjoyable, varied and stimulating.
- To deliver a high quality music education that should engage and inspire pupils to develop a love of music and their talent as musicians.
- To encourage an increase of self-confidence, creativity, motivation and a sense of achievement.
- To encourage children to use their voices expressively and creatively and play tuned and untuned instruments musically.
- Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world that they live in.

Policy

Music is a unique way of communicating that inspires and motivates children. It is a vehicle for personal expression and it plays an important part in personal and social development.

Music education and musical opportunities.

- Provide children with the opportunity to learn in a variety of ways by performing and composing music by themselves in groups and as a class.
- Provides all children with the opportunity to express themselves creativity and to develop their musical skills through an understanding of inter-related dimensions of music- pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voice.
- Enable children to develop skills in both listening and appraising and evaluate their own and others' compositions and performances.
- Develop an appreciation of music created by their peers, visiting musicians and the music of great composers and cultures across time, styles and genres.

- Develop their overall, confidence, self-esteem, creativity and resilience through musical activities.
- Learn to sing and to use their voice, to create and compose music on their own and with other.

Teaching and learning

- Music is taught regularly through Music Express with practical music making as a key area of the program, this includes aspects such as performing, composing, listening and appraising which are taught throughout.
- The teaching of music is based on scheme of work that are progressive and build on previous work and experiences.
- The teaching of music in the foundation stage allows children to explore music through creative development area of learning through singing, role play, story, dance and movement. They have a daily access to a range of percussion instruments and sound maker.
- Outside musicians are invited to perform to the children to give them an experience of live music and professional musicians.

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

- Use their voices expressively and creativity by singing songs and speaking chants and rhyme.
- 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.

Assessment of learning

- Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during the lesson. On completion of a piece of work, the teacher assesses the work and gives oral feedback, as necessary, to inform future progress.
- The teacher assesses the work, and uses this assessment to plan for future learning.
- Digital recordings are also used when appropriate to record work in progress as a valuable tool for improving compositions and performances.
- The subject leader monitors samples of the children's work. This demonstrates the expected level of achievement in music for each age group in the school.

The subject lead monitors samples of the children's work and speaks with children from each year group in order to monitor the expected level of achievement in school.

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 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: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

Resources

Our school has a growing range of music resource. Music resources are mainly located in the school hall. These resources include chime bars, recorders and a wide variety of tuned and percussion instruments that are stored in the hall. These resources are monitored annually by the subject lead. Stock and maintenance checks are carried out on a regular basis in order to provide high quality musical resources.

Monitoring and Review

The whole school development of music will be monitored by the music subject lead using the school's self-review framework. This may include planning, tracking and work scrutiny, learning walks, observations, purchase of further resources.

The Senior Leadership Team, staff and government will be consulted over any proposals before a plan is implemented.

Policy written by K Shaw March 2020

Reviewed :March 2020

Reviewed 11.11.20

Review Every Two Years

Next Review Date : March 2022