

Elmwood Infant and Nursery School



Music Policy

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Every child has the right to an education. Article 28



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Date Policy agreed: March 2017

Date of next review: Spring 2020

Introduction

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

Aims

- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to **perform, compose, listen, appraise (review and evaluate)** across a range of music.

Performing skills

Children will be taught to sing a variety of songs, rhymes and chants from various times and countries and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways e.g. pictorial score, by means of a digital recorder, video (such as an iPad) or using notation.

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language, written appraisals and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements:

- ✓ **Pitch**
- ✓ **Duration**

- ✓ **Pace**
- ✓ **Dynamics**
- ✓ **Texture**
- ✓ **Timbre**
- ✓ **Form**
- ✓ **Silence**

They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Approach

- Music should be taught throughout the school, establishing cross curricular links which could include Literacy, Early Years, Maths, Science, R.E., Physical and Creative development.
- As well as music lessons in class, regular singing assemblies take place for key stage 1 classes led by the music leader.
- Some children in Year 2 have the opportunity to learn an instrument such as the recorder, where they will begin to read music. There is also a choir open to year 2 children which rehearse once a week.
- There will be opportunities for children to perform to invited audiences such as Christmas concerts in the EYFS, year group assemblies, choir concerts and the Year 2 Graduation.
- In the Foundation Stage music is taught through singing nursery rhymes which help our young learners who are at an early stage of learning English. Singing rhymes is important because they improve language, cognitive, physical and social development. Children develop mouth and tongue muscles by speaking the rhymes and increase memory and recall skills. Hearing nursery rhymes helps children learn how sounds are put together to make words and sentences, and children begin to understand the rhythm and inflection of language. Teachers also have access to the **Sound Foundation** document which provides a range of hands-on and fun activities which have been specifically written for the Foundation Stage.
- In Key Stage 1 a music scheme has been written to provide broad coverage of the music curriculum. The scheme is closely linked to the topics taught to provide cross-curricular links. Pupils have opportunities to play instruments, compose, perform and listen to music from a range of styles, times and cultures. Parts of the 'Music Express' scheme is used where it links to relevant topics. Many staff use 'Sing Up' as a way of using songs to teach lessons or encourage their children to sing for pleasure.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Assessment

Teachers assess music by listening to the responses of children to the music that they hear and play. In the EYFS significant work is recorded on the 2Simple software on iPads and sticky labels and added to the children's learning journey. Teachers assess children against the Early Learning Goals in line with National standards. Sometimes music is recorded on the iPads so that the children can review their work at a later date. In KS1 teachers will assess the children's responses to music and

how they use instruments and musical ideas to create their own music. Again iPads and video cameras are sometimes used to record performances for evaluation.

Moderation and Review

The Music subject leader will meet regularly with year group leaders and teachers to review the effectiveness of music teaching across the school. The Music subject leader will also team-tech lessons with teachers to support the teaching of music across the school.

Resources

- We have a range of music equipment and resources which are stored in the stock cupboard. There are a number of tuned instruments.
- We have a piano in the hall.
- Music Express resources are kept in classrooms of year group leaders.
- There are a range of world music CDs kept in the Anansi room for all teachers to access and the music coordinator has an extensive collection of CDs which can be accessed by members of staff.