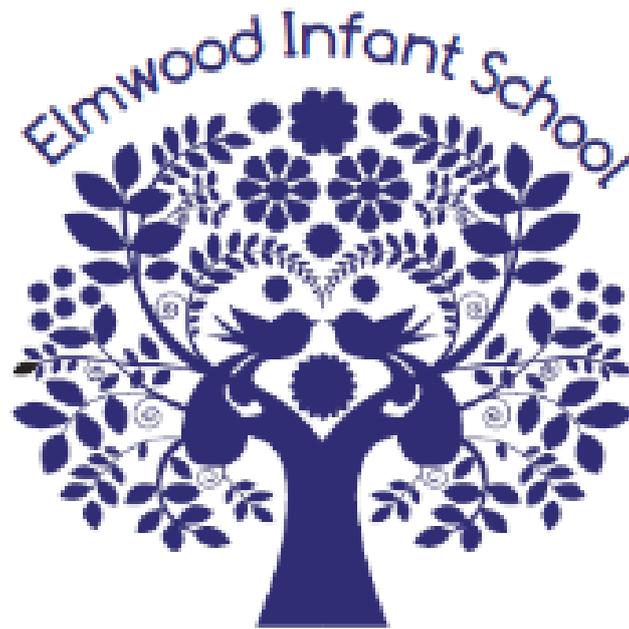


Music Policy



Summer 2020

Article 29 - Education must develop every child's personality, talents and abilities to the full.
Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.



Elmwood Infant School and Nursery

MUSIC POLICY

Date Policy Reviewed: Summer 2020

Review Due: Summer 2023

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 engage and inspire children to develop a love of music and their talent as musicians.
- To increase children's self-confidence, creativity and sense of achievement through performing in ensembles or as a soloist.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to **perform, compose, listen and appraise**.

Intent

At Elmwood Infant School we provide a music curriculum that reflects our diverse community. Every child has the opportunity to sing, play instruments and compose their own music, which supports their creative development. Children listen to a range of music and are taught to appreciate and talk about what they have heard. Often, children listen to music from the countries that their families have links with. Performance is at the heart of our practice and children will have many opportunities to perform in front of audiences, developing the super skill of confidence. As a Rights Respecting school we nurture children's talents and abilities, encouraging them to be the best that they can be, not just in music, but all areas of the curriculum.

Children at Elmwood will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons including recorders, Choir and a weekly singing assembly will engage and inspire pupils to develop a love of music and develop their talent as musicians. This in turn will encourage them to use the super skills of **confidence, creativity and adventurousness**. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen and to critique pieces of music.

Implementation

As music is a communal activity there are lots of opportunities for children to make music in small and large groups. Children in Reception and Nursery perform a nativity play and children in Years One and Two perform a range of songs to parents and members of the community. We hold a weekly singing assembly for Key Stage One children where children perform a range of songs which reflect the

school's diverse make up. Through songs and music children learn about music and musicians from their own and other countries.

There are extra-curricular clubs for our budding musicians; Year Two children can join the choir and are given the opportunity to perform to the parents on a termly basis. Year Two children can also play the recorder, learning more in-depth skills such as reading music and performing in an ensemble.

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, year group singing sessions take place weekly and are led by the music leader.
- Children in Years 1 and 2 are taught from a scheme that has been written and tailored to meet the diverse needs of Elmwood Infant School. The children will experience music from their own cultures alongside a range of music styles, both past and present.
- 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. Free music lessons are offered to any children who are eligible for the PPG grant.
- 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 that provides a range of hands-on and fun activities, which have been specifically written for the Foundation Stage. There are lots of opportunities for the children to play instruments and create their own music, especially in the outdoor areas.

The following key musical skills are taught across the school to ensure that children develop as musicians:

Performing skills

Children will be taught to sing a variety of songs 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, tape recorder or video 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.

Differentiation

Those children with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, for example, recorder groups, choir, instrumental performances in assembly.

Children who are highlighted as being gifted and talented in music are offered the chance to join music clubs, even if they are not in Year 2.

Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

Resources

- We have a range of music equipment and resources which are stored in the hall, including a number of tuned instruments. Nursery and Reception also have their own sets of tuned and un-tuned instruments which are kept in the outdoor areas.
- We have a piano in the hall.
- 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.

Assessment

Assessment will form an integral part of the teaching and learning of music. This will be done by observing children working and performing, by listening to their responses and by examining work produced. In the EYFS significant work is recorded on iPads and sticky labels and added to the children's learning journey. 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. Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each term to inform leaders of the improvements or skills that still need to be embedded.

Impact

Children at Elmwood will be able to discover areas of strength, as well as areas they might like to improve upon. Through taking part in music lessons and making music, they will develop fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as the wider school community. Children are able to enjoy music, in as

many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. Being a musician allows children to enhance and develop important life skills such as problem-solving, turn-taking and negotiation through performing and collaborating in a group. Any children who choose to join an extra-curricular music club will have extra opportunities to expand their musical skills. They will learn to be a confident and more accomplished performer and begin to read and interpret the language of musical notation by singing in a choir or learning to play the recorder.

Monitoring

Music is monitored across all year groups using a variety of strategies such as lesson observations, reviewing videos and pupil interviews.