



Music Policy

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To be reviewed November 2021



**Artsmark
Silver Award**
Awarded by Arts
Council England



Derbyshire Healthy Schools
Community Award

Headteacher: Mrs Zoë Andrews

Tibshelf Infant and Nursery School

Music Policy

1 Aims and objectives

- 1.1 Music is a unique way of communicating that can inspire and motivate children. It is a way of personal expression, and it can play an important part in children's personal development. Music reflects the culture and society we live in, and so the teaching and learning of music enable children to better understand the world that they live in. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.
- 1.2 Our objectives in the teaching of music are:
- To develop children's understanding and appreciation of a wide range of different kinds of music, including music from different countries, cultures and times.
 - To enable all children to experience a wide range of musical activities.
 - To provide opportunities for children to develop and extend their own interests and explore and express their own ideas.
 - To help children to acquire appropriate knowledge, skills and understanding to develop confidence and enjoy all areas of music including performing, singing, playing, composing, listening and appraising.
 - To help children develop a musical vocabulary
 - To develop children's ability to work co-operatively.
 - To enable children to develop skills, attitudes and attributes that can support learning in other subject areas.

2 Teaching and learning style

- 2.1 At Tibshelf Infant and Nursery School 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 to and 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 them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, to understand basic musical notation, and to compose.

3 Additional music teaching

- 3.1 There may be opportunity for children to undertake music lessons with a member of staff or an outside music teacher. These may take place as an after school club.

- 3.2 A whole school singing session takes place once a week in assembly. Children will be introduced to the BBC Ten Pieces composers over the school year.

4 Key Stage One - Music curriculum planning

- 4.1 Music is a foundation subject in the National Curriculum. In Key Stage One, children's experiences in the Foundation Stage are recognised and built upon. Lessons will be planned to reflect the progression from Foundation Stage and means that the children are increasingly challenged as they move through the school. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum. Lesson plans list the specific learning objectives and expected outcomes for each lesson.

5 The Foundation Stage

- 5.1 In the Foundation Stage, music is planned as part of Creative development and children work towards the Early Learning Goals. Children have the opportunity to sing, play musical games, explore sounds, dance and move to different kinds of music. Opportunities for children to make, create and participate in music activities are planned for as part of continuous provision every week. More focused music making activities are also planned for to enhance these. Children focus on singing simple songs from memory. These might include nursery rhymes, action songs, topic related songs or counting songs. They have opportunities to match movement to music, responding to their own singing, tuned or untuned percussion instruments or a pre-recorded piece of music. They recognise and explore how sounds can be changed and investigate repeated sounds and sound patterns.
- Children in the Foundation Stage usually join in the whole school weekly singing sessions during star assembly and other important whole school assemblies.

6 Music and inclusion

- 6.1 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 music 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.

7 Assessment for learning

- 7.1 Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements through observation,

questioning and listening. Children are encouraged to make judgements about how they can improve their own work.

8 Musical events

Children are able to take part in music concerts such as the Harvest Festival and Christmas performance. School assemblies give children the opportunity to rehearse and perform to a wider audience, demonstrating skills in singing. Other occasions where children can demonstrate their musical abilities are during Stay & Play sessions, Singing/Signing sessions, performances in the local community and Festivals.

9 Monitoring and review

- 9.1 The music curriculum is the responsibility of the subject co-ordinator, who also supports colleagues in their teaching, by keeping informed about current developments in music.
- 9.2 The Policy and Scheme of Work will be reviewed and updated where necessary.
- 9.3 The subject leader will review resources annually, order new resources and organise the storage and use of them.

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