

# *Music Policy*

## **Introduction**

The whole staff has discussed the school policy for Music, and it is their responsibility to implement the policy. It has been approved by the governing body and is monitored by the Music subject manager and the Music link governor.

## **The Importance of Music**

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important role in the personal development of children. Music reflects the culture and society of its time and therefore enables children to begin to understand the world in which they live. It also plays an important part in helping children feel part of a community.

The purpose of teaching Music is to give children the opportunity to:

- Develop an understanding and an appreciation of music in a wide variety of styles and from different times and cultures
- Use music as a form of personal expression
- Acquire the knowledge, skills and understanding needed for making music
- Begin to make judgements about the quality of sound and music
- Foster an enjoyment of a range of practical music making activities

## **Foundation Stage**

Pupils in our Nursery and Reception classes follow the curriculum guidelines for the Foundation Stage. Music is part of the early learning goals for creative development, and teachers use the school's Early Years scheme of work to plan for breadth and progress in the subject.

During the Foundation Stage children have many opportunities to learn new songs, explore a wide range of percussion instruments, and listen to live and recorded music.

## **Music in the National Curriculum**

Music in Key Stage 1 is taught in accordance with National Curriculum Guidelines, following QCA recommendations. Throughout Key Stage 1 children will build on and refine experiences and skills gained during their foundation years.

They will continue to gain knowledge, develop skills and begin to understand the nature of music through composing, performing, and active listening and appraising. Through practical experiences children will explore all elements of music – pitch, dynamics, timbre, structure, duration, tempo and texture.

# All Saints C of E Infant School & Nursery Unit

## Organisation and Planning

The Curriculum Guidance for the Foundation Stage provides information from which medium and short term plans are written for Nursery and Reception classes.

The National Curriculum provides the programme of study from which long, medium and short term plans are written for Key Stage 1 classes. The lessons generally provide opportunity for whole class teaching, followed by group work.

In Key Stage 1 the children receive group or whole class music lessons from a peripatetic music teacher (Miss Bartlett) as part of the delivery of the National Curriculum orders.

## Long Term Plans-

A course of topic-based study has been planned by the subject manager in consultation with staff, based on the guidelines for Music in the National Curriculum.

## Medium Term Plans-

Medium term plans for the Foundation Stage are completed each half term and reflect a cross-curricular approach.

In Key Stage 1 teachers follow Medium Term Plans from QCA documents. The key elements of music are covered over the year, with the flexibility to alter plans for a more cross-curricular approach.

These plans are completed half-termly.

The Music subject manager is responsible for reviewing these plans.

## Short Term Plans-

Weekly plans are written, allowing for cross-curricular activities and differentiated work where necessary, following the objectives for the medium term plans. Activities for assessment are highlighted on these plans.

## Mixed Age Classes-

Within any mixed age classes all children will work on the same topic, but at different levels, using appropriate objectives for their year group/ability. Classroom assistants work within the setting with focus year groups following clear objectives set by the classteacher.

## Time Allocation

In the Foundation Stage singing activities are usually planned for on a daily basis, with focussed and more formal teaching taking place as appropriate and according to topics.

In Key Stage 1, according to recommendations we aim to teach the required amount of Music each year. This may be done in weekly lessons through the term or as part of a cross-curricular topic over a shorter but more intense period of time.

# All Saints C of E Infant School & Nursery Unit

## Teaching Strategies

Suitable learning opportunities are provided for each child in order to cater for their differing ability and experience. Teachers take specific action to respond to pupils' needs by:

- Creating a stimulating learning environment
- Creating effective learning opportunities
- Securing their motivation and concentration
- Providing equal opportunities
- Using appropriate assessment
- Implementing a variety of approaches, whole class, groups, pairs or individuals as appropriate.

## Assessment, Recording and Reporting

All assessment, recording and reporting are carried out in line with the current school policy. The purpose is to identify pupils' strengths and weaknesses, to ensure they are making appropriate progress and to set individual targets for future planning and learning. Methods used are:

- Informal jottings during sessions
- Assessments linked to weekly, half-termly or termly learning objectives
- Reporting back to parents on pupils' progress which takes place termly.

## Marking

Feedback to children about their work in Music is achieved through discussion, evaluation and performance. This is carried out in line with the school policy on marking and aims to be positive, constructive and immediate where practical, in order to achieve potential.

## I.C.T.

Children are given opportunities to apply and develop their use of I.C.T. capability through the use of I.C.T. tools to support their learning in Music.

## Equal Opportunities

When planning teachers set high expectations and provide opportunities for all pupils to achieve, taking into account gender, disability, ethnicity, cultural and religious diversity and children with special needs.

## S.E.N.

Curriculum planning and assessment for pupils with special educational needs takes into account the type and extent of the difficulty experienced by the pupil.

## **All Saints C of E Infant School & Nursery Unit**

Needs will be met through greater differentiation of tasks, materials and teaching approach.

### **Resources**

The majority of resources are stored in the hall or Nursery. Additional resources such as large items for making musical instruments are kept in the garage or the outside classroom.

### **Policy Review**

This policy will be reviewed during 2005.

K.S. Robinson          February 2003