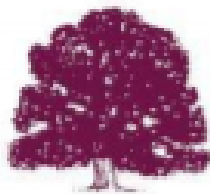


Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

Document Code:	E10
Document Name:	Music Policy
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E10 Music Policy

Date policy was agreed	March 2024
Policy review date	March 2027
Signed	Ann Robinson - Executive Headteacher

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims of Music

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Curriculum Intent

At Buttsbury Infant School the intent of our music curriculum is to bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and performing, whilst also developing a love of music by being given the opportunity to listen to a wide range and variety of music. The curriculum builds on what the children already know and draws upon meaningful real-life experiences. Children are also taught to record their music, using non-standard notation, and describe changes in music, such as louder and quieter.

Curriculum Implementation

We have a broad and balanced music curriculum at Buttsbury Infant School where children are given rich, vibrant and meaningful opportunities within a curriculum that is ambitious for all learners.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

At Buttsbury Infant school, music lessons may include:

- Singing – in unison, call and response, copycat – and follow simple musical directions, such as loud and quiet; fast and slow
- Listening – to music and styles, including classical music and music from films
- Composing and Improvising – using both tuned and un-tuned percussion – create scenes, e.g. music for a storm
- Understanding rhythm, e.g. by moving to a clap, clapping to a beat, play simple ostinato accompaniments
- Performing – singing simple chants, songs and rhymes from memory. Respond to changes in dynamics e.g. faster/slower
- Recording – use graphic notation to record sounds and explore using dot and stick diagrams

Curriculum Impact

Children develop a love of music and enjoy all aspects of this subject. Through good vocal production, careful listening and a developing sense of pitch, children are able to sing confidently, with enjoyment.

By learning to listen critically to a range of pieces, children will expand their musical horizons.

Children are able to create simple music, demonstrating skill which is proportionate to age and ability, recording their music in an age-appropriate way, and perform with confidence.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their musical skills within the Early Learning Goals for Expressive Arts and Design. They sing familiar songs and begin to build a repertoire of songs and dances, joining in with dancing and musical games. They tap out simple repeated rhythms, explore how sounds can be changed and explore the different sounds of instruments.

Music in relation to the National Curriculum

The curriculum is organised to ensure that children's experience of music is developed through activities that bring together requirements from the Key Stage 1 programme of study (performing and composing; listening and appraising).

Children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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

Planning of Music

Music planning is based on the National Curriculum and the Charanga Schemes of Work and is aligned with the non-statutory Music framework published by the DfE.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their skills in the study of music - particularly for listening, accessing information, performing, creating, manipulating and storing sounds. Wherever possible, links are made to other subject areas,

Links with literacy:

Examples of musical activities and tasks which support the development of *Literacy*:

- Listening skills: associated with creating rhythmic patterns using syllables and rhyming patterns using structure
- Comprehension: when an appropriate sound response is made to given words and phrases to enhance the meaning
- Speaking: developing the ability to evaluate and discuss musical sounds using appropriate vocabulary.
- Characterisation of a plot: as in songs or music which have a story

Links with maths:

Examples of musical activities and tasks which support the development of *Maths*:

- Number sequencing - metre (beats in a bar)
- Patterning – rhythmic and melodic repetition, symmetry - a rhythm or melody played forwards and then backwards
- Counting – layers of sounds in musical texture and rounds and accumulative songs

Inclusion:

- There will be opportunities in Music for all children to both practise skills and extend musical talents
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities
- There will be equal access to materials
- Participation in a wide variety of musical activities will be encouraged

Assessment and Recording

Recording children's musical achievements and progress can be accomplished in a variety of ways :-

- Sound recordings on microphones or iPads
- Visual recordings - photographs, art work or iPads
- Sound and visual – videos or iPads
- and the written language

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum

Role of the Music Subject Leader

The music subject leader will:

- Monitor policy and teaching and learning in music
- Provide assistance to all staff when requested, in order to implement the music policy consistently throughout the school
- Organise resources to support the school music policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues