



Pentland Infant & Nursery School Music Policy 2022

At our school we celebrate our faith diversity and provide a safe environment where our children are happy to learn. We are kind, caring and respectful to others. We aim to inspire future generations of our school and community to become lifelong learners.

Intentions

At Pentland Infant & Nursery School we recognise the value of Music in the curriculum, and its importance in the social, cultural, and spiritual development of every child. We believe the development of musical skills will help children to express themselves, and will enable the achievement of personal fulfilment and satisfaction. We aim to make music an enjoyable learning experience for all.

Music is a foundation subject and an important element of creative development within the development matters, Foundation Stage Curriculum and across the whole school. It is cross curricular, and can be used in every subject to develop listening skills, auditory memory and speech and language. These skills can be applied across the whole curriculum, and can help the child to learn.

It is our intention that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing, as well as opportunities to experience all types of musical genres. We encourage children to respect and value the role that music plays in people's lives and the wider communities in a variety of contexts.

Aims:

- To give enjoyment to all children irrespective of academic ability
- To develop a sense of achievement by having opportunities to express themselves through musical activities, in class and during assemblies
- To promote listening skills and develop a good auditory memory
- To help children develop socially through collaborative working
- To encourage the development of imagination, original thought and personal expression through the use of instruments, their own voice and dance and movement
- To appreciate, discuss and celebrate music in other cultures including their own
- To develop children's aesthetic awareness and enable them to make informed critical responses about their work and that of others
- To develop children's sense of pulse, rhythm, tempo, pitch, composition and an understanding of how sounds are made
- To develop children's spirituality through an appreciation of aesthetic experiences
- To promote equal opportunity for all children to reach their full potential, regardless of their race, Special Educational Needs, gender, cultural background or ability

Implementation

Across all age ranges, children will be taught according to the Key Assessment Criteria in the National Curriculum and Development Matters in the Foundation Stage. The progression planned into the scheme of work means that the children are increasingly challenged as they move through the school and continue to develop their skills. This is further supported from experiences by outside agencies and local musicians.

Key skills:

- Using their voice to speak, sing, chant and follow a melody

- Using instruments to perform, playing simple patterns and keeping a steady pulse
- Playing simple rhythmic patterns by clapping and using instruments
- Creating a sequence of sounds using different instruments and exploring their voices
- Creating and using symbols to represent sounds and an introduction to understanding notation
- Responding to different moods in music and creating sounds for effect
- Expressing their likes and dislikes about a variety of music
- Listen and appreciate different forms of music from various genres and cultures
- Creating movements, sequences and dances in response to different pieces of music and sounds

During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context, to apply skills and work collaboratively through composition.

Our teaching also incorporates developing the children's ability to sing expressively, in tune and with other people. This is enhanced through weekly singing assemblies for Key Stage 1 and Reception. Assembly songs are also linked to various annual celebrations and festivals such as Harvest, Christmas, Eid, Easter, the Seasons and songs that reflect our core values. During these assemblies, children are given the chance to perform for others.

To aid the teaching and learning of music the following musical resources are available:

- Charanga Music scheme for Key stage One and Reception
- Experiences of local musicians, performances and agencies
- IT - Purple Mash, 2 simple and interactive whiteboards
- Tuned and untuned percussion instruments
- A range of musical resources on CD which includes classical, popular and cultural music
- Listening centres in the classroom
- Online resources such as BBC Ten pieces and classical 100.

Impact

Children demonstrate their ability in music in a variety of different ways. In Key Stage 1, teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses this and gives oral or written feedback as necessary, to inform future progress. Pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. These are recorded on See Saw

In Early Years, the teacher makes observations in line with Development Matters Foundation Curriculum (Creative Expressive Arts) and these are recorded in children's online portfolios. Assessment is used as a tool for helping children to make future progress.

Equal Opportunities and Inclusion

Teachers ensure that children have access to the range of music activities and use opportunities within music to challenge stereotypes. Children are encouraged and supported to develop their music capability using a range of experiences. Teachers differentiate activities within music to ensure that the specific needs of individual children are best met.

We recognise music offers particular opportunities for pupils with special educational needs and gifted and/or talented children and /or children with English as an additional language for example;

Music can cater for the variety of learning styles which a class of children may possess. We use the SEND Anyone can play programme from Charanga to support our SEND pupils musical journey

The Role of the Subject Leader

The subject leader will monitor planning, delivery and standards in Music across the school. She will monitor progress and keep records of attainment. Key Workers in the Foundation Stage will monitor progress and record attainment on the Foundation Stage Profile (Expressive Arts Development).