



Thames View Infants

Music Policy

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Rationale

'Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality.

It encourages active involvement in different forms of amateur making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment'.
(The National Curriculum)

Purpose

- To explore the elements of music identified in the National Curriculum:
 - High and low sounds (pitch),
 - Long and short sounds (duration),
 - Louder and softer (dynamics),
 - Faster and slower (tempo),
 - Different types of sound (timbre),
 - Layers of sound (texture).
- To encourage the children to experiment with voice sounds and to develop their singing skills.
- To develop children's confidence in using instruments and enable them to apply instrumental skills they have learned.
- To begin to understand the concept of playing a sound from reading a symbol.
- To develop children's compositional skills.
- To enable children to develop listening skills and an ability to hear tunes, rhythms and to recognise the differences between a verse and chorus.
- To teach children vocabulary to express opinions about music.
- To enable children to appreciate a wide range of music from different times and cultures.
- To provide opportunities for children to experience the pleasure of making, sharing and listening to music.

Guidelines

1. Music will be taught for a minimum number of hours per week:

- **Key Stage 1:**

- Year 1: 45 minutes per week

- Year 2: 30 minutes per week

- **Foundation Stage:**

- Nursery & Reception:* No formal timings in Nursery. Within Reception, children will experience 2 x 10 minute whole class sessions per week; however, daily IFS sessions will contain a high element of singing, rhymes, 'musical games' and the opportunity to experience percussion instruments.

The teaching of Music should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. In Key Stage 1 teachers will refer to the "Music Express" Teacher's Guides when planning for music. In the Foundation Stage, teachers will also refer to the "Music Express" Teacher's Guides, but will also consult with the DfE EYFS Curriculum when mapping the provision for this subject.
3. The Medium Term Plans map out the learning intentions for each unit from within the "Music Express" music scheme.
4. The "Music Express" music scheme contains planning at lesson-level. These short-term plans should provide the starting point for lesson planning. Each plan should be carefully adapted to fit in with lesson timings; yet, in doing so, teacher objectives and lesson structure will need to be upheld.
5. In Key Stage 1, Music is taught by means of a "Whole Class Interactive" approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on oracy, class participation and effective pupil/teacher demonstration and modelling.
6. Music will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks.
7. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
 - i. engage children in effective pupil demonstration and modelling;
 - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;

- iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - iv. offer children focused feedback.
- 8. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.
- 9. Singing is an important aspect of Infant music; children should be given regular opportunities to sing favourite songs and to learn new ones.
- 10. Children gain much pleasure from playing instruments so it is important to give them opportunities for this. They need to know the ground rules for handling and using instruments and learn when they should start and stop playing.
- 11. Allow children the opportunity to act as conductors so that begin to understand that music is something that they can control themselves.
- 12. Provide children the opportunity to compose short sequences of sound.
- 13. Young children find the concept of notation difficult, because it involves connecting sounds and symbols. Notation can be used in two ways: to record what has already been played and as a means of composing.
- 14. Children sometimes have difficulty in listening to unfamiliar music, but with help it becomes easier for them.
- 15. Ensure that children are given the opportunity to listen to a wide range of music from different cultures and times.
- 16. 'Music is our daily medicine which aids far better communication with others and ourselves'. Music provides enjoyment, sometimes comfort. It develops children's confidence and supports work across the curriculum.
- 17. Teachers will integrate ICT wherever appropriate into all lessons:
 - a. Within the various episodes of the Teaching & Guided Practice Segment:
 - as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
 - b. Within the Child Consolidation Segment:
 - enabling children to undertake an ICT-based alternative activity, directly consolidating the learning intention for that lesson;
 - or
 - to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.

Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.