

PERRYFIELDS INFANT SCHOOL MUSIC POLICY



Helping each other to learn and grow

The school aims to give all pupils opportunities to participate in a wide range of practical activities related to the music curriculum. Each child's contribution is valued whatever their ability in the subject. This will develop confidence and self-esteem.

All children will follow the program of study as set down in the revised national curriculum (2014).

AIMS

Through a progressive program we aim that, through music, each child will develop:

Skills of expression and response.

Collaboration and cooperative skills by working together.

Leisure time activities related to music.

A growing awareness of other cultures and music from the past.

Their memory and listening skills.

An awareness of pitch, duration, dynamics, tempo, timbre, texture and structure.

CONTENT OF MUSIC TO BE TAUGHT

At Perryfields Infant School we use a variety of teaching styles in order to address different learning styles and a cross curricular creative approach in Music. Music objectives are used from the National Curriculum and the Chris Quigley 'Essentials' documents in Key Stage 1.

The school has adopted the Chris Quickly scheme of work for Years one and two.

In the Foundation Stage the early learning goals are followed, linked to a termly theme.

Expressive Arts and Design involves supporting children to explore and play with a wide range of media and materials, as well as provide opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology. All children have skills extended as and when applicable using extension activities. All years are assigned half an hour per week for music.

In addition to this a wide variety of songs are taught in a whole school situation. Children participate in class assemblies, the Christmas play, and for year two, their end of year production. There are also situations where children can listen to and appraise music from a wide selection of periods and cultures which is structured to expose the children to a variety of musical elements (i.e. listening to music on entry to the hall). By following the scheme of work, a balanced and differentiated musical curriculum will be offered to the children.

ACCESS OF ENTITLEMENT

All children have equal access to the music curriculum regardless of musical ability. Where children have special needs, activities are differentiated to accommodate these. Medium term planning enables teachers to identify strategies and activities to support and extend children's learning.

PRESENTATION OF MUSIC IN THE CLASSROOM

The school uses a variety of approaches and teaching styles: whole class teaching, small groups, pairs or individual work, as appropriate for the activity/objective. Where the need arises, activities are differentiated to meet the needs of different abilities and age groups. Activities are delivered and recorded, where applicable in several ways. The learning is supplemented by the use of Music Express, access to live and recorded music, and access to a wide variety of tuned and untuned instruments.

CONTENT AND PROGRESSION

Progression is planned for by using the guidelines in the national curriculum and Chris Quigley scheme of work. The range of experiences is increased as the child matures (e.g. length of song, increased use of memory etc.). The Junior school also uses the same scheme of work and there is clear continuity and progression between years two and three.

RESOURCES

Tuned and untuned percussion instruments are kept in a dedicated music cupboard in the hall. There are also large tuned instruments and a set of hand chimes kept in a cupboard in the year 2 area. Teacher resource books are kept in a hall cupboard. There is also a growing range of multicultural CD resources. Each classroom has a laptop and speakers.

RECORD KEEPING AND ASSESSMENT

Teachers assess children using a variety of assessment strategies as the lessons are delivered. Records are kept of each lesson including sync and cross curricular links. Children achieving above and below the accepted level of attainment are noted. Parents are informed of their child's progress at consultation evenings and in the annual report.

MONITORING AND EVALUATION

The subject manager has a responsibility for monitoring teacher's planning, the children's achievements in music and the effectiveness of the policy into practice.

STAFF DEVELOPMENT

Staff needs are identified within the School Development Plan and by the subject manager. These needs are addressed by attending courses, curriculum meetings and school based INSET. Consultants and external advisors are used if appropriate.

EQUAL OPPORTUNITIES

All children are provided with equal access to the Music Curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

HEALTH AND SAFETY

All musical instruments are inspected regularly to ensure that they are in a safe condition. The electrical equipment is inspected daily by class teachers and annually by Audio Visual Services. Any concerns are reported to the head teacher.

MUSIC, ICT AND OTHER SUBJECTS

The use of ICT to enhance musical development continues to be developed. We aim to enhance the children's knowledge and skills in music through developing the use of programmes and apps. Other areas of the curriculum, e.g. maths and literacy, are used to develop musical skill and vice versa.

SMSC

SMSC is widely incorporated into the music curriculum. Assembly songs and those that are used in lessons are chosen from a list that incorporates all sections of SMSC and is linked

to the current core value. Through music children learn to listen, take turns, increase their confidence and sense of self-worth, as well as experiencing music from other cultures. The scheme of work and planning take into account the provision of balanced exposure to music from other cultures, male and female artists and music from other eras.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decisions are influenced through the pupil's voice which is through the democratic process of the School Council.

MASTERY

Please refer to the Mastery Across the Curriculum document.

REVIEW

The policy will be reviewed according to the policy review document, taking into account national and school based initiatives.

Signed.....

Dated.....