

Elmtree Infant and Nursery School



Together we reach for the stars



ELMTREE INFANT AND NURSERY SCHOOL

POLICY FOR MUSIC

This policy outlines the guiding principles by which this school will implement Music in the context of the school's curriculum policy statement and its staffing, health & safety and equal-opportunities policies.

Intent

The new National Curriculum 2014 states why we teach science in schools:

'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.'

At Elmtree we aim:

- To develop musical skills and concepts through listening, appraising, performing, and composing.
- To foster in children an interest in the expression and creativity of music that enables them to enjoy all that music has to offer.
- To develop an understanding of rhythm and rhyme and how we can express and create using our voices and instruments
- To develop social skills through co-operation with others in the shared experience of music making
- To develop an understanding of musical traditions and developments in a variety of cultures
- To be motivated to enjoy and succeed in music In line with our school values

Elmtree musicians will:

Be Curious – We will ask questions about music, sounds and instruments to expand our knowledge and challenge our ideas.

Be Resilient – We will deepen our knowledge of music by continuing to challenge our understanding and keep on trying to find the answer, understanding that for music some answers are open to personal interpretation.

Be Inclusive – We will ensure that everyone has the chance to share their knowledge and participate in discussions and activities.

Be Ambitious – We will challenge ourselves to find answers to questions and present our knowledge to inform and teach others.

Be Respectful – We will ensure we respect others beliefs and engage in purposeful discussions of different views to develop our understanding and knowledge of the wider world.

Implementation

In ensuring high standards of teaching and learning in music, we implement a curriculum that is progressive throughout the whole school. With the support of the 'GetSet4Music' scheme, planning for music is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Music 2014' and, 'Expressive Arts and Design' in the Early Years Foundation Stage (2020).

- We provide opportunities to listen, appraise, perform and compose in a variety of genres, styles and audiences.
- We place an emphasis on real life experience when listening to music and playing a range of instruments first-hand.
- We make appropriate use ICT to create, play and record our own music.
- We encourage children to work individually, in groups and as a whole class.
- We often use cross-curricula links to teach Music.
- We sometimes utilise the skills of outdoor agencies and peripatetic teachers.
- We have the opportunity to participate in small group music tuition.
- We perform to wider audiences of parents, friends and local community through assemblies, end of year productions and Christmas shows.
- Subject leaders, in collaboration with the Head, take responsibility for the purchase and organisation of resources for Music and are expected to keep up-to-date with developments in Music education and agree to disseminate information to colleagues as and when appropriate.
- Work plans, including detailed lesson plans, are drawn up by the Music Lead. These are monitored by the head teacher and SLT.

Impact

- Children are engaged and curious in lessons.
- Children are critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of music, instruments and sounds.
- Children are aware of how music and musical events have shaped the world today.
- Children develop enquiry skills to pursue and investigate their own interests within a topic.
- Children retain learning and can make connections between what they have previously learned and what they are currently learning.
- Children are able to articulate what they have learned in Music and discuss the different types of music, instruments and sounds.
- We use assessment to inform and develop our teaching.
- Assessment is on-going and evidence for recording and reporting purposes is gained from teacher observation.
- Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve.
- Annual reports to parents are written once a year, where the child's ability and enjoyment levels are shared.

Equal opportunities in Music

Music is taught within the guidelines of the school's equal-opportunities policy.

- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures.
- We use classroom assistants to support children individually or in groups.
- All pupils will have the opportunity to enjoy a variety of musical activities.

SEN Provision in Music

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work, and plan homework effectively. All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately

ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study all aspects of the science curriculum.