



FULMER INFANT SCHOOL

MUSIC POLICY

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

Music is a universal language and every pupil should have the opportunity to become fluent. Pupils should leave school with an appreciation of how music is composed and performed, allowing them to listen with discrimination and judgement.

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 great musicians and composers
- Learn to sing and to use their voices, to compose and make music with others, have the opportunity to learn a musical instrument, and have the opportunity to progress to the next level of musical excellence
- Understand musical notations and how music is constructed, produced, and communicated through its inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure

Attainment Targets

By the end of Key Stage 1, pupils are expected to know, apply, and understand the matters, skills and processes specified in the UK programme of study, KS1 Programme. Pupils should be taught to

- Use their voices expressively by singing songs and speaking chants and rhymes
- Play tuned and un-tuned instruments musically
- Listen with concentration and understanding to a range of high quality live and recorded music
- Make and combine sounds using the inter-related dimension of music

The school aims to:

- Foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising
- Enable all pupils to realise their individual creative potential and to express themselves through music

- Enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising
- Extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places
- Develop, through music, pupils' skills which contribute to learning across the curriculum;
- Contribute to the community and the school's ethos.

Strategy for implementation

Entitlement and curriculum provision

Pupils receive a broad and balanced curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding. All pupils experience some planned class-based musical activity every week.

Each unit of work for music, which is developed from the national curriculum and pupil interests, is designed to develop skills and understanding through involvement in the interrelated activities of performing, composing, appraising and listening.

Most units of work include the range of activities.

Occasionally, musicians visit the school to enrich the pupils' experience of music.

Teaching and Learning

Teachers select the appropriate teaching strategies to suit the musical activity and its purpose.

Teachers direct and develop pupils' skills in performing, which involves pupils working as a whole class, in smaller groups and individually.

Teachers support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration.

Teachers use challenging questions in listening and appraising activities to generate discussion and debate. All children are offered the opportunity to be involved in a seminar and Christmas production

Assessment and recording

Assessment opportunities are identified in teachers' planning. Teachers should make note of those pupils who achieve higher or less well than the expected level for their age.

Inclusion

Teachers are expected to include in their planning how to meet the targets identified in the pupils' support plans and EEPs.

Learning Resources

The school uses the Charanga and Music Express resources.

A range of percussion instruments are available for use in music lessons.

Portable CD players are available in all classrooms.

Other resources such as music books and CDs are stored centrally.

Safe Practice

The school has adopted the Health and Safety guidelines published by BCC. Risk assessments have been carried out and are available in the Risk Assessment file. Electrical equipment is checked annually in line with the school's procedures.

The contribution of music to other aspects of the curriculum

Literacy

Music supports the development of reading and offers many opportunities for use of language, including descriptive and responsive speaking and writing.

Numeracy

Music supports the development of sequencing and awareness of pattern. Both rhythmic and melodic work requires numerical descriptions and graphical representation.

ICT

Pupils will have opportunities to experience computer music programmes.

History

Pupils will explore the musical traditions of historical periods studied.

Spiritual development

In order to develop aesthetic awareness and an enjoyment of music, lessons are planned to ensure that pupils receive satisfying and exciting musical experiences.

Personal and social development

This is promoted through music activities. There is a special emphasis on sharing resources, in "taking turns" and on listening to each other's views.

Leadership and management

The subject co-ordinator's role is to assess the whole school training needs and to clarify content and teaching approaches in the units of work and to audit resources.

Staff development and training opportunities

Staff training is available within the Cluster Group, Liaison Group and whenever BCC has relevant KS1 courses.

How the subject is monitored and evaluated

The Head Teacher monitors and evaluates the implementation of the scheme of work in line with the school's monitoring timetable.

Note that there are annual Christmas and summer musical productions for all pupils.

Review

This policy will be reviewed in line with the school's policy review programme. The Head Teacher is responsible for reporting to the governors' Curriculum and Pupils committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Related Policies and Other Documents

Able, Gifted and Talented Policy
Assessment Policy
Curriculum Policy
Inclusion Policy
Marking & Feedback Policy
School Improvement Plan
SEN Policy
Teaching and Learning Policy