

Music Policy 2024 - 2025

St Michael's Nursery and Infants School

Subject Lead - Laura Swinburne

Introduction

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels.

Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration, rhythm, dynamics, tempo, timbre, texture and structure.

Aims

Music at St Michael's Nursery and Infants School aims to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.

- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments.
- Encourage the children to explore a wide range of sounds.
- Give children the opportunity to compose music and express their ideas and feelings through music.
- Experience listening to music of a variety of styles and cultures.
- Develop a child's appreciation of the richness of our musical heritage.
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance.
- Be motivated to enjoy and succeed in music.
- Encourage children to express ideas and opinions about music.
- Give each child the opportunity to develop their musical talents.
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others.

We link these wherever possible to our school values, resilience, pride, reflection, aspiration and respect.

Music Curriculum Key Stage 1

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014 for Music which sees them undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development.

Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the year groups. The Music curriculum is part of the school long-term plan where themes are covered termly

Pupils should be taught to:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the "Music Development Matters in EYFS" guidance.

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and

movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Principles of Teaching

- The Music Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links) in a skills-based, creative and spiral curriculum.
- St Michael's Nursery and Infants School have subscribed to the Charanga scheme of learning which is delivered by class teachers on a weekly basis. They are routinely supported by the school's music co-ordinator.
- Year 1 and 2 receive 45 minutes of music teaching per week.
- Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Charanga planning.
- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of mixed gender, the same gender, the same abilities and different abilities.
- Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
- Children who demonstrate a talent for music will be given extra challenges through differentiated work, questioning, and performing opportunities.
- Pupils' achievements are celebrated in performance opportunities. We celebrate the musical ability of all pupils, including those with musical talent, through regular performances.
- Annual events include singing and playing at Harvest, Christmas, Easter and the Year 2 Leavers services.

Role of the Music Leader

The Music leader is responsible for the implementation of the music policy across the school. Their role is:

- Develop a music policy throughout the school.
- Update and administer the school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and attending courses etc.
- Report back on courses attended.
- Encourage staff to go on appropriate courses.
- Endeavour to promote a dynamic approach to the development of music ensuring that to ensure that music has a high profile at the school.
- Monitor the progress in music across the school.
- Offer support and advice to colleagues with music.
- To be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- To regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest.
- To represent the school at external meetings in relation to music.

Staff Training

Staff members are encouraged to attend courses, review resources, and keep up to date with the current information and approaches regarding music in order to help improve and monitor the teaching of music.

Staff professional development is also offered when and if appropriate.

Health and Safety

- Instruments are put away carefully after each session.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.
- Performances and visits are an essential part of the Music Curriculum helping to develop knowledge and enquiry.
- Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience.
- The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom.
- The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount.
- A full risk assessment will be carried out for each visit and reviewed by the Education Visits Co-ordinator and Head teacher before any visit. Please see the Policy for Educational Visits for detailed information.

Equal Opportunities, Inclusion & Differentiation

All children regardless of race, culture, religion, social background, gender or academic ability, have equal access to Music in order to develop their personal, musical capability.

We carefully plan, monitor and assess to ensure all of our pupils feel valued.

Visits to musical sites may be adapted to consider individual requirements.

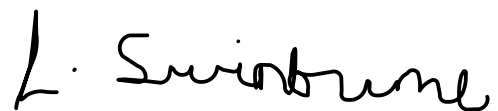
Learning is challenging, yet achievable by all children, whatever their abilities and differentiation is achieved by both works set and outcome.

We aim to teach children to up hold where applicable, British Values and a mutual respect and tolerance of those with different faiths and beliefs.

Reviewed: 19th September 2024

Next Review Date: September 2025

Signed - Miss. Laura Swinburne

A handwritten signature in black ink that reads "L. Swinburne". The signature is written in a cursive style, with the first letter 'L' being large and the last name 'Swinburne' written in a flowing script.