

# Airedale Infant School

## 'Ambition, Bravery, Respect

### Music Policy

Version	Date
Last reviewed	July 2021
Next reviewed	July 2022
Owner	Subject Leader/SLT
Approver	Academy Council

#### **Rationale**

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings. Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

The Music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities. The policy is regularly reviewed and developed in accordance with DfE guidelines, the School Improvement Plan, recommendations from OFSTED and following consultation with governors, parents, children and teaching staff.

#### **Aims: Intent**

The national curriculum for music and Airedale Infant School 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 the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

#### **Purpose of study**

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.

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#### Drivers

Music links closely to our school drivers 'VOICE'. Our TRUST values of Ambition, Bravery and Respect underpin our school ethos. Being independent and fostering a love for learning is crucial in our school. Through music, our children are encouraged to build up good relationships with their peers, work independently and collaboratively, supporting one another. Children are taught the skills of resilience and perseverance, which prepare them for the challenges that they are given in school, as well as the wider world. Children's successes both in and out of school are celebrated and they develop a sense of pride in their achievements. Our music curriculum celebrates the success of all pupils, regardless of their ability showing children that these are not barriers to success and aspiration.

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## Curriculum Drivers

<h3 style="color: #0056B3;">Values</h3>  <p>Our Trust values of Ambition, Bravery and Respect are shared by the whole school community and are regularly referred to during school life. We encourage our pupils to be <b>AMBITIOUS</b> as they strive to be the best they can possibly be both academically and personally. We aim for excellence in all aspects of school life, encouraging children to think 'big' and 'aim high', so that they are equipped to embrace the challenges of life.</p> <p>We aim to instil a sense of <b>BRAVERY</b> within our pupils and create an ethos where we are not afraid to make mistakes and that learning from these mistakes makes us more successful. Our pupils are taught to celebrate their individuality and to formulate their own opinions, expressing them maturely.</p> <p>Our pupils are taught to be <b>RESPECTFUL</b> citizens within school and wider communities, showing compassion, understanding and tolerance towards others, regardless of their age, gender, race, religion, ability or background.</p>	<h3 style="color: #0056B3;">Opportunities</h3>  <p>Children cannot aspire to things they have never encountered, nor can they make links to new learning in an abstract way. We want our children to lift their eyes from their screens, engage in rich experiences and expand their knowledge of the world around them. We aim to develop fearlessness of what is new or unknown in the local or wider community. We know our pupils will thrive by advancing their knowledge and understanding of the world around them, through a wide range of creative, physical and expressive activities. In nurturing these skills, we broaden their horizons and enrich their future career opportunities.</p>
<h3 style="color: #0056B3;">Communication</h3>  <p>It is the primary aim of our curriculum, that our children develop the skills necessary to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Children need to know how to speak and listen with respect in a variety of different situations. We want our children to speak with confidence, articulation and fluency in a range of contexts. We believe that giving our pupils a voice is vital and we therefore work hard to broaden and enrich their vocabulary, encouraging talk in all areas of learning.</p> <p>Children need to be able to read both fluently and widely in order to access current and future learning, broaden their horizons, develop their imagination and acquire a rich vocabulary through which they can demonstrate their knowledge and understanding of the world. Being able to write clearly, for different purposes and audiences remains a key skill and our curriculum exploits the opportunity to develop this ability.</p>	<h3 style="color: #0056B3;">Independence</h3>  <p>Children will be taught the life skills necessary to work with growing independence and perseverance, to become resourceful problem-solvers and be able to nurture aspirations for the future. We aim to promote our young people's independence and develop a commitment to learning, resilience and self-improvement, both inside and outside of the school environment.</p> <p>We want our children to be the best they can possibly be and to challenge themselves both as a learner and a valued member of the communities they are a part of. We will provide our children with opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will give our children opportunities to develop their self-help skills, to self-manage, to problem solve and to engage in activities with increasing independence.</p> <p>We nurture our children's awareness that actions have consequences, supporting them to make appropriate choices and helping them to develop an understanding that they have ownership of their actions.</p>
<h3 style="color: #0056B3;">Enquiring Minds</h3>  <p>It is essential that we nurture the natural curiosity of all our pupils, enabling them to become independent in thought and action. We will encourage them to imagine, enquire and become increasingly enterprising. We will give pupils opportunities to ask questions, think critically, solve problems and make choices.</p> <p>We believe that in choosing the right context to engage our children in their learning, we can foster a love of learning. Our curriculum takes into account the distinctive needs of our children, promoting curiosity and interest. Within each topic, we pose investigative questions in order to engage and motivate them as learners. This enables the children to further develop and deepen their knowledge and understanding. Children are encouraged to drive their own learning forward by questioning, investigating and solving problems.</p>	

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#### Curriculum and Subject Content: Implementation

Pupils at Airedale Infant School 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 Map 21 - 2022

Nursery	Move to the beat - different styles of music	Learn to sing nursery rhymes and action songs	New words to old songs - nursery rhymes	A steady beat - clap to the pulse of the music	Learn to sing nursery rhymes and action songs	Reflect, Rewind and Replay - language of music
Reception	Me! - Learn to sing nursery rhymes and action songs	My Stories - Learn to sing nursery rhymes and action songs	Everyone! - Learn to sing nursery rhymes and action songs	Our World- Learn to sing nursery rhymes and action songs	Big Bear Funk- Learn to sing nursery rhymes and action songs	Reflect, Rewind and Replay - history and language of music
Year 1	Hey You! - Hip Hop	Rhythm in the Way We Walk - Reggae and Hip Hop	In the Groove Joanna Mangona - different styles of music	Round and Round - Latin Style	Your Imagination - Joanna Mangona and Pete Readman's music	Reflect, Rewind and Replay - history of music
Year 2	Hands, Feet, Heart - South African music	Ho Ho Ho - Joanna Mangona and Jane Sebba music	I Wanna Play in a Band - Rock	Zootime - Reggae	Friendship Song - Joanna Mangona and Pete Readman's music	Reflect, Rewind and Replay - history and language of music

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#### Meeting the Aims of Music Education

As with every other curriculum subject, Music must show progression, continuity and achievement, and therefore within the overall class activities, we allow for the frequent practise of skills. Participation in musical activities will hopefully contribute to the whole school curriculum by developing in children the following transferable skills:

#### *Listening and Applying knowledge and Understanding*

- children should listen and internalise sounds
- children should organise musical elements to communicate different words and effects,
- children should understand that there are established and invented ways of notation
- children should understand that time and place can influence creation and performances of music

#### *Appraisal skills*

- children should analyse and compare sounds

#### *Performing skills*

- controlling sounds through singing and playing
- children should sing songs, in unison and two parts
- children should play tuned and untuned instruments
- children should practise, rehearse and present performances.

#### *Composing skills*

- creating and developing musical ideas
- children should improvise and develop rhythmic and melodic material when performing,
- children should explore musical ideas within musical structures
- explore and explain their own musical ideas and feelings using movement, dance, expressive language and musical vocabulary
- improve their own and others' work to gain intended effect

#### Inclusion

- Inclusive practice in music will enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

#### Implementation of the Music Policy - The 'Charanga' Scheme of Work

- The 'Charanga' scheme of work provides all content for lessons (Reception - Year 2)
- Teaching and learning is differentiated to best match the needs of the class and the individuals within it; within the context of the aspect of music that is being taught

Each music session will have:

- A clear learning objective

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- An element of speaking and listening
- Modelling of activities at a level which is appropriate to the needs of the children within the class being taught
- A plenary or series of mini plenaries are used throughout the lesson to reinforce the learning objective, address misconceptions, refer back to the success criteria or to move the children's learning on further

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.

#### **Additional Music Teaching**

- We have a school choir which we encourage all children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas carol concert.
- Weekly singing assemblies take place
- There are also additional enrichment opportunities for children to sing and perform in front of others (Harvest, Christmas, Easter, Leavers Assembly and class assemblies)

#### **Planning & Recording**

*Planning:* Planning is provided in detail from the 'Charanga' scheme. Teachers can adapt and alter this planning to meet the needs of the class.

*Recording:* Class teachers are required to collect evidence half-termly. This has to include: photographic and video evidence, quotes from children, brief overview of topics covered during the half term, NC links and SMSC links.

#### **Monitoring and evaluation: Impact**

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display audits alongside data analysis. This enables the music leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in music across school.

#### **Assessment**

Assessment should:

- Be formative and summative
- Be used to inform the teacher for future planning
- Promote continuity and progression
- Form the basis for reporting to parents
- Be based on observation, participation and written outcomes

The National Curriculum has no prescribed test for music. However, assessments are made towards the end of each unit of work. Ongoing peer critique for group work take place as well as teacher assessments at the end of each unit of work.

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Class teachers are responsible for recording achievement of children working below, at or above age related expectations for their age. All staff at Airedale Infant School strive to ensure that our children reach their full potential in Music and that they understand and enjoy their experiences. They ensure that tasks are differentiated appropriately to match the needs of all pupils, including those with Special Educational Needs. We have a tracking system within school, to follow and accelerate pupils progress. The school music coordinator monitors progress through the school by sampling children's work at regular intervals.

Reviewed: June 2021

To review: June 2022