

Airedale Infant School

'Ambition, Bravery, Respect

Music Policy

Version	Date
Last reviewed	July 2022
Next reviewed	July 2023
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.

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

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- 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

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

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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
- 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.

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- 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.

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: July 2022
To review: July 2023