

Waterthorpe Nursery Infant School



Music Policy November 2017

Approved by: Curriculum Committee

Date: 11th December 2017

Next Review Date: Autumn 2020

Introduction

We seek to provide a range of musical stimuli to promote success and enjoyment through listening and performing and thereby develop an appreciation of music. We also recognise the study skills and social skills developed through music that will enhance the whole curriculum.

Aims

In music lessons, pupils should be taught to:

- Perform simple rhythmic and melodic patterns by ear and from symbols.
- Sing in a group and play simple instruments demonstrating some control of the sounds made.
- Investigate and combine sounds to produce simple compositions.
- Record their own compositions and communicate them to others.
- Listen attentively and respond to short pieces of music from different times and cultures and in different styles, showing an awareness of differences and similarities – to discuss likes and dislikes and to express feelings through music.
- Talk in simple but appropriate terms about sounds and music they have made, listened to, performed or composed.

We aim to give all children the opportunity and confidence to perform to different audiences.

Teaching and Learning

At Waterthorpe Nursery Infant School, we have a scheme of work for music to ensure progression from Reception to Year 2.

Long term planning ensures coverage of all areas of music. This shows how different units of work are covered throughout the year.

Teachers' medium term planning for music shows the objectives and activities to be covered within each half termly topic.

Each class has the opportunity to listen to, appraise and introduce a piece of music in assembly during the year.

Hymns and songs are chosen to match the assembly themes throughout the year.

Instruments are stored in the music corner in the hall. Each base has a basket to select instruments appropriate for the unit of work.

Year 2 children are given the opportunity to learn to play the recorder. They are encouraged to practice at home and introduced to formal notation. They perform at the Year 2 Musical Evening in the Summer term.

All children are encouraged to participate in the Christmas concert and contribute to performances during class assemblies and sharing times throughout the year.

All children in Year 2 also take part in the Westfield Singing Festival each year at Westfield School. The festival is performed across the Family of Schools and parents are invited to attend.

We invite musicians to come and perform for the children. This may include professional musicians or older pupils from other schools.

Each year we hold an Arts Week where children are given the experience to play different instruments, are taught to appreciate the work of different artists that are invited into school.

The children are able to compose and record their own music. We also encourage them to tape record and listen to their own work through the use of karaoke machines, microphones, and headphones.

The Music Co-ordinator meets each term with the Music Liaison Advisor allocated to our school. Our Music Liaison Advisor is Jonathon Cornish. The Music co-ordinator creates a RAG rating of Music provision and teaching in school and address areas for development in the School Improvement Curriculum Planning.

Resources

Shared resources are stored in the music corner in the hall. The selection of instruments will be reviewed and updated annually.

Also each class base has 1 copy of:

- Sounds Topical Teachers Handbook (+ 2 tapes)
- High Low Dolly Pepper
- 3 Singing Pigs
- Music express books

Special Educational Needs/Equal Opportunities

We ensure that all children, including those with special educational needs, receive a broad and balanced music curriculum. All children with special educational needs are fully integrated into music lessons.

We present open tasks so all children can work according to their own ability. We also give more challenging tasks and have higher expectations for the more able pupils.

We enjoy teaching music to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of the children with learning difficulties. Work in Music takes into account the targets set for individual children in their individual Education Plans.

Assessment, Recording and Reporting

Assessment of pupils' attainment is a continuous process. Tasks are presented and modified according to pupils' responses.

Examples of planning, children work and photographs will be collected by the Music Co-ordinator.

Assessments are made through monitoring of planning and recordings of performances or lesson parts. This will provide an essential tool for monitoring the progression of skills and standards achieved.

Teachers in key stage 1, record children's strengths and weaknesses over the course of the year and will summarise those records in their report to parents in the Spring/Summer term.

In the Early Years Foundation Stage (FS1 and FS2) music is taught through Understanding of the World and also through Literacy (singing songs, nursery rhymes, continue a rhythm etc.)

Staff Development

In order to maintain and build upon staff development some of the following strategies will be used during the school year:

- A curriculum day
- Staff meetings
- INSET courses
- Continuous support on an individual basis from the Music Co-ordinator.

Each year during the Spring Term, Staff attend a Twilight training course where they are taught teaching strategies and techniques to use with their classes when delivering singing and music lessons. This training is delivered in conjunction with the Sheffield Music Hub Service.

The Sheffield Music Hub also have a trained singing teacher to deliver singing lessons to all children in KS1, staff are provided with activities, and are able to observe sessions lead by the singing teacher to develop their knowledge and confidence in delivering singing lessons in the classrooms.

The Role of the Co-ordinator

The Music Co-ordinator is responsible for the management of the subject. This includes the quality of its development in teaching and learning; the programme design and support for teachers' planning, including future development in the school's planning; and the organisation and maintenance of resources to ensure the effective delivery of the subject. The Co-ordinator monitors and evaluates practice and keeps staff informed of national and local developments. The Co-ordinator negotiates with the Headteacher how to develop the subject and together they ensure that the subject is identified in the school development plan for regular review.

Review and Evaluation

Subject to the school's monitoring cycle, it is the responsibility of the Coordinator, where possible, through allocated non-contact time, to monitor the standards of teaching and medium and short term planning. This information will be used to report on progress and standards and to recommend any actions where necessary.

This document will be reviewed in 2020.

Equality Impact Assessment Template

| | |
|---|----------|
| Name of policy or project being assessed? | Date |
| Music | 20/11/17 |

| | |
|----------------|---|
| Priority Level | |
| High | |
| Medium | |
| Low | X |

| |
|---|
| Lead Officer: Helen Stokes |
| Members of the assessment team: Helen Stokes & Suzanne Marriott |
| Others involved in the assessment (peer review/external challenge): Steering Committee members |

| |
|--|
| <p><u>What are the aims of the policy or project?</u> In music lessons pupils should be taught to:</p> <ul style="list-style-type: none"> • Perform simple rhythmic and melodic patterns by ear and from symbols. • Sing in a group and play simple instruments demonstrating some control of the sounds made. • Investigate and combine sounds to produce simple compositions. • Record their own compositions and communicate them to others. • Listen attentively and respond to short pieces of music from different times and cultures and in different styles, showing an awareness of differences and similarities – to discuss likes and dislikes and to express feelings through music. • Talk in simple but appropriate terms about sounds and music they have made, listened to, performed or composed. <p>We aim to give all children the opportunity and confidence to perform to different audiences.</p> |
| <p>Who is the intended customer/service user of this project or policy? Children and staff</p> |
| <p><u>What are the desired outcomes from this project or policy?</u> To provide a clear approach to the learning of Music</p> |
| <p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Curriculum, Equal opportunities</p> |

What are the racial, disability and gender equality implications of the policy or project?

To ensure that all groups are given equal opportunities to access this area of the curriculum

Does the policy or project have any significant positive impact for:

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

Yes

Does the policy or project have any significant adverse impact for:

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

No

Do you have any evidence?

Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?

Action to take

If you have indicated there is a negative impact, can it be justified?

YES

NO

If you have indicated there is a negative impact and it cannot be justified, is it discrimination?

YES

NO

If you have answered YES, please list all the changes that you have made to eliminate this discrimination:

Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy

Signed (Person completing the form):



Date: 20/11/17