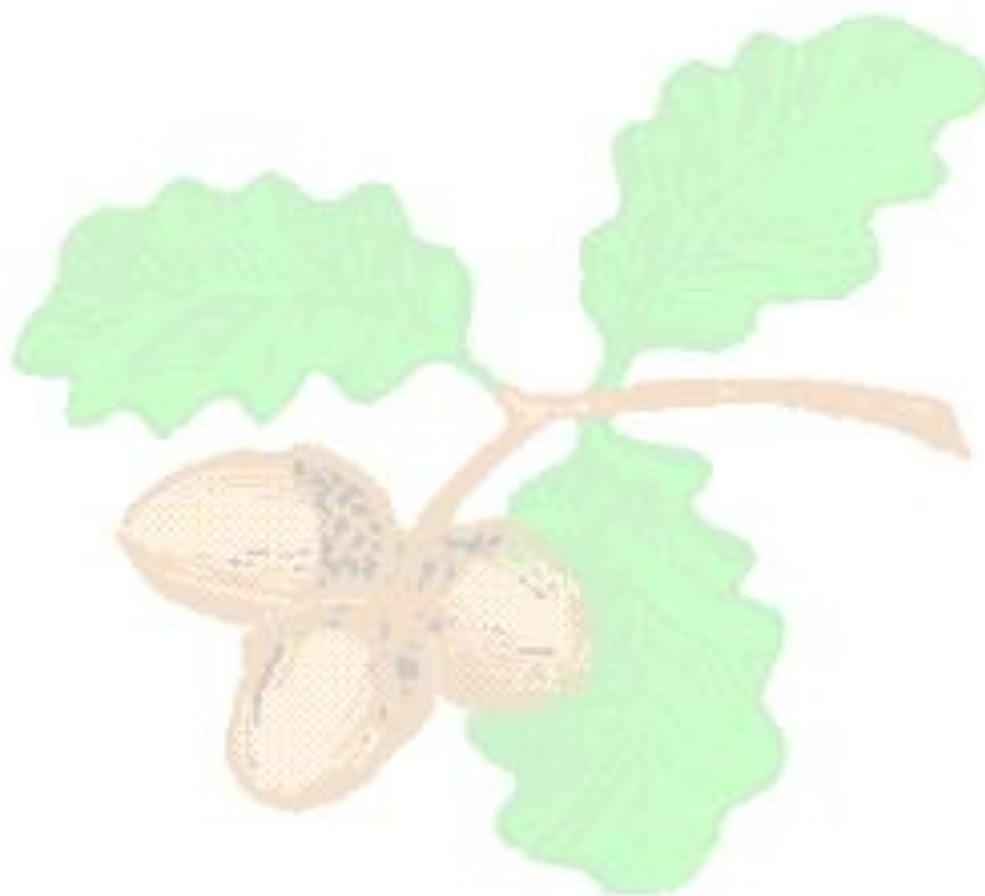


**CHURCHFIELDS INFANTS' SCHOOL,
NURSERY UNIT
& LANGUAGE FACILITY**



MUSIC POLICY

2016

**Churchfields Infants' School
Nursery Unit and Language Facility**

Music Policy

Curriculum

Early Years Foundation Stage

“Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured”

Expressive Arts and Design involves children exploring and using media and materials. They begin to build a repertoire of songs, imitate movement in relation to music, tap out simple rhythms and explore how sounds can be changed. They also begin to explore sounds made by a variety of different instruments.

[EYFS \(revised 2014\)](#)

Key Stage 1

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 musical canon.

[National Curriculum Music \(revised 2014\)](#)

Aims

Early Years Foundation Stage

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’
- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

Children learn and develop well in enabling environments, in which their experiences respond to their individual needs. We aim to provide opportunities that offer stimulating resources relevant to all the children’s cultures and communities, rich learning opportunities through play and playful teaching and ensure there is support for children to take risks and explore.

[Development Matters in the EYFS \(2014\)](#)

Key Stage 1

We will teach the National Curriculum for music which aims to ensure that all pupils begin to experience in KS1 and by the end of KS2:

- 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.

Teaching and Learning in music

- At Churchfields Infants' school children are taught music by their class teacher or regular PPA cover teacher whenever possible
- Music is taught as a discreet subject but also provides strong links to other areas of the curriculum, particularly through singing and composition
- Children in KS1 sing daily in assembly, there is a weekly singing assembly where children learn new songs appropriate for the whole school. There is also a weekly singing session for all year groups
- Children in Y2 have the opportunity to apply to learn the violin
- All year groups are involved in performances to parents throughout the year
- Outside performers such as visiting musicians from the local authority and the junior school regular provide opportunities for children to experience the watching of performances
- The school has a choir which children have an opportunity to join. This performs both internally to parents and children and at occasions outside the school, for example, the local residents home and any competitions that are relevant to this age group.

Attainment

Early Years Foundation Stage

Throughout the EYFS, children will follow the guidance in the Development Matters document, specifically the detail in Expressive Arts and Design in the Learning and Development section of the document. Their progress will be assessed throughout their early years with a final assessment made against the Early Learning Goal:

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.

Children working towards this ELG this will be assessed as 'Emerging', those working within will be 'Expected' and those working beyond will be assessed as 'Exceeding'.

Key Stage 1

By the end of Key Stage 1 pupils will 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 and combine sounds using the inter-related dimensions of music

Equal Opportunities and Inclusion

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

Special Educational Needs and Disabilities (SEND)

A wide range of pupils have SEND. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full curriculum. The [Special Educational Needs and Disability Code of Practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability Code of Practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

English as an Additional Language (EAL)

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in music as in all subjects.

Resources

The Music Co-ordinator is responsible for maintaining an adequate supply of resources. Resources are stored centrally in the music room and each class has a music bag. It is the responsibility of all staff to make sure that items of equipment are returned to their correct places in the resource area. The school grounds provide a valuable resource to develop musical skills, especially the Sound Garden.

Assessment and Reporting

We use assessment to inform and develop our teaching. We give feedback verbally to children and observe and record their activity in the Early Years Foundation Stage.

Staff assess children's level of attainment at the end of the key stages and report this to parents in line with the school reporting procedures.

Monitoring and Evaluation

The Music Co-ordinator is responsible for monitoring the implementation of the Policy as deemed appropriate, by: monitoring planning to ensure it reflects the subject content; monitoring lessons and giving feedback to the teacher; discussing standards with the Headteacher and SLT.

