



Music Policy

Links to UNCRC (United Nations Convention on the Rights of a Child)

Article 28 - Every child has a right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries to achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Intent

As musicians at Town Lane Infant School, pupils enjoy rich and stimulating learning opportunities by participating and performing in a range of musical experiences. Exposing children to music during early development helps them to learn sounds and meanings of words and vocabulary. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to develop their musical skills and potential. We aim to build confidence, nurture and encourage musical development across the school, as well as developing a life-long love and appreciation of different music forms.

Implementation

From an early age we make sure that children are introduced to a range of composers and musicians so they can experience styles and genres that might be new to them. Music reflects the culture and society we live in, and so the teaching and learning of music allows children to better understand the world they live in. It also plays an important part in enabling children to feel part of a community.

We work with outside agencies and visiting artists and performers to provide our children with authentic and real life opportunities to get involved with workshops and performances.

Teaching through Charanga

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Charanga includes many examples of composers, music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body

percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Adaptations to the curriculum and its provision are carefully thought out for lower and higher attaining pupils in order for them to make excellent progress against starting points.

Impact

Children will achieve age related expectations in music at the end of their cohort year. They will retain knowledge that is pertinent to music. Children will participate in wider musical activities, gaining wider audience performance experience and their well-being and confidence will be increased. Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.

Assessment

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and to inform future provision. As music is a practical subject, formative assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. This ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

Summative assessment at the end of the year is completed by class teacher. Children are assessed according to age related expectations in line with curriculum requirements.

Staff carefully explore the progression in learning from our 2 year old provision to Year 2. Assessment comes as a result of teacher observations, and pupil discussion, alongside evidence from videos. Teachers will make regular progress and attainment judgements.

How does the Music curriculum support the whole school curriculum aims?

- To promote a love of music by engaging in enjoyable music experiences that ignite a passion for learning and encourage students to explore music further
- To promote cultural capital by teaching students a broad range of musical knowledge. Learning also extends beyond the classroom with a opportunities to perform and afterschool singing/performing enrichment clubs.
- To provide a platform for students to perform, collaborate, and build self-esteem, while also developing social skills through group projects and performance
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What British values underpin the curriculum content?

- Tolerance and appreciation of other cultures and musical traditions
- Music allows children to explore their unique talents and express themselves
- The music curriculum promotes children to work together in a range of ways whether that be performing, composing or evaluating. It also gives children the freedom to express their personal views of artists, genres, instruments etc. as well as children showing respect for the opinion of others.

Music in the Early Years

In the Early Years Foundation Stage, music is a vital part of Expressive Arts and Design, one of the seven early learning goals. The National Plan for Music Education emphasises its importance and encourages all children to sing, play instruments, and create music together. Music-making can be spontaneous or planned, incorporating activities like singing circles, playing instruments, and dancing to music.

Enhancements

Within school assemblies children will listen to a wide genre of music through musician of the month., Children in Year 2 will perform an end of year musical production, Christmas performances to parents take place in early years. Children in Year 1 perform a Harvest Festival service. Opportunities to sing in the local area include singing Christmas Carols at Christmas. Parents have the opportunity to sign their children up for weekly Rocksteady music sessions which include a termly performance.

Parental and community involvement

Parents and carers are invited into school for a curriculum workshops, which provides key information regarding teaching and learning in all foundation subjects. Parents and carers are also encouraged to showcase musical talents during our Music Day celebrations. Pupils from the local high school are invited into school to perform in assemblies.

Role of the lead

The curriculum lead will keep up to date with current issues and will support staff through CPD development. The lead will monitor the subject in accordance with the school's policy and will support new staff members and student teachers as required with planning. The lead will report the effectiveness of the subject to members of SLT and its local governing body.

Training for, and supporting our Music curriculum ensures:

- Teachers with secure subject knowledge, an appreciation of the structure of Music as a subject and an appreciation of the relationship between the two.
- Teachers able to assess pupils' learning against our Progression Map objectives.

