



"Choose the Right Path"

St James' C of E Infant and Nursery School

Music Policy

Subject Lead	Kim Powell
Policy Approved by	
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St James' CofE Infant and Nursery School understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

St James Infants School delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils to:

- 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 use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and 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.

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an audits when needed of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Using KAPOW to prepare for lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.

- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Undertaking any training that is necessary in order to effectively teach the subject.

Early Years Foundation Stage (EYFS)

Music is an integral part of the EYFS curriculum and is incorporated into topic work, play-based learning and everyday classroom experiences. Music supports children's communication, language development, creativity, physical development and personal, social and emotional development.

The music curriculum is delivered through the EYFS area of learning Expressive Arts and Design, with particular reference to the educational programme and the Early Learning Goals (ELGs) of *Creating with Materials* and *Being Imaginative and Expressive*.

Children are provided with regular opportunities to:

- Sing a range of familiar songs and nursery rhymes.
- Explore and experiment with sounds, using their voices, musical instruments and everyday objects.
- Listen and respond to music from a range of styles, traditions and cultures.
- Perform songs and rhymes with others and, where appropriate, move in time with music.
- Explore rhythm, pulse, tempo, pitch and dynamics through practical musical activities.
- Use music, movement and sound to express their ideas, thoughts and feelings.
- Develop confidence, creativity and enjoyment through individual and group musical experiences.

Through these experiences, children develop their musical awareness, listening skills, imagination and ability to express themselves creatively. Learning is supported through adult-led activities, guided exploration and child-initiated play, with opportunities planned to build on children's existing knowledge, interests and developmental needs.

The Early Learning Goals are used to support assessment of children's development at the end of Reception, rather than as a curriculum in themselves. The EYFS music curriculum provides the foundations for children's continued musical learning in Key Stage 1.

National curriculum

All pupils within KSI are taught music in line with the requirements of the national curriculum.

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, select and combine sounds using the inter-related dimensions of music.

Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

Teaching and Learning

Music lessons are delivered once a week across all age groups. We follow the KAPOW scheme of work. In Year 2 the children also have the opportunity to take part in the choir, attend The Big Sing, take part in Verse Speaking and perform in their End of Year Performance.

Planning

All teachers follow the KAPOW scheme of work. Where possible music is taught cross curricular.

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's assessment policy.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Summative assessments are also used at the end of each term. Teachers will make a judgement about the work of each pupil in relation to the national curriculum and KAPOW objectives.

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attainment in music. Verbal reports will be provided at parent-teacher meetings during the autumn and spring terms.

Musical events and opportunities

All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.

As a school we provide the following opportunities:

- School choir during Christmas period
- Weekly singing practice during collective worship
- Christmas productions for the Foundation Stage and Key Stage 1
- Termly class collective worship
- Visit to Salvation Army Orchestra
- The Big Sing (or alternative multi-school singing/performance opportunity)
- End of Year productions

Resources

Audits will be completed when needed or on an annual basis

The subject leader will ensure all resources are stored properly and available to everyone

Equal opportunities

All pupils will have equal access to the music curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to

any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Monitoring and review

Any changes made to this policy will be communicated to all teaching staff.

This policy will be reviewed on a yearly basis or sooner if needed by the subject leader.