

## Burlington Infant School: Music Policy

### **Burlington Infant School**



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<b>Date:</b>	<b>January 2022</b>
<b>Date Due for Review</b>	<b>January 2025</b>
<b>Approved By:</b>	<b>Full Governing Body</b>

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### Music Policy

**'Always do your best and be your best'**

*"Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error."* (Plato)

#### **Introduction:**

Music is a universal language that embodies one of the highest forms of creativity. It helps build pupils' self-esteem and self-discipline and enhances other areas of the curriculum. It makes an important contribution to the life of our school and is celebrated, promoted and encouraged. Dedicated time is given to music lessons during PPA time. Regular weekly singing assemblies take place along with weekly family assemblies in which music plays an integral part, particularly singing.

Singing lies at the heart of our music teaching and we focus on developing the ability to sing in tune and with other people. Singing should be an uplifting, joyful experience during which children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms and genres of music, expecting them to maintain concentration as they get older.

We participate in community singing events, when possible, such as the Little Big Sing and we have close links with the Priory Church where we hold a Christmas Carol Concert.

This policy outlines the teaching and learning of music within the school. The implementation of the policy is the responsibility of all the teaching staff and is monitored by the music coordinator, the head teacher and the relevant governor. All pupils, no matter what their ability, background, motivation or circumstance are encouraged to participate actively in music-making.

#### **Aims:**

At Burlington Infants School we aim to:

- Promote and support curriculum music for all children as an entitlement through their classroom experiences.

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- Fulfil the requirements of the Early Years Curriculum under the heading "Expressive arts and design" and follow the National Curriculum guidance at Key Stage 1.
- Provide experiences and resources that promote confidence, knowledge, skills and understanding in music.
- Promote a music curriculum with relevant differentiated experiences.
- Promote progression and continuity in music through careful curriculum planning and the monitoring of each child, in line with the school's policies on assessment and recording.
- Promote the continuing development of confidence and expertise in music for all members of the teaching staff.
- Recognise ways in which ICT skills may be incorporated into the music curriculum and used to enhance the musical experiences of all children.

### Music Curriculum Aims and Planning:

The aims of the National Curriculum, appropriate to the age of our children, are taken account of, to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Learn to sing and use their voices, to create and compose music on their own and with others, 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, structure and appropriate musical notations (although the latter is not statutory but may be appropriate for some of our more able children).

### Content:

Our Reception children follow the Early Years Curriculum. Music does not appear as a separate subject, but is found under the Development Matters area of learning entitled "Expressive arts and design". Children will have the opportunity to sing, explore sounds both vocally and through the use of percussion instruments. They will be encouraged to recognize and explore how sounds can be changed, sing simple songs from memory, recognize repeated sounds and sound patterns and respond to music in movement.

Our Key Stage 1 children will 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.

This will be achieved by using the 'Charanga' music scheme as the basis for music sessions, adapted where possible to include topic-related songs and activities, seasonal celebrations and community events. While each of the six teaching units provides opportunities to develop skills and knowledge, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

### **Cross-Curricular Implications:**

In literacy, music contributes significantly by actively promoting the skills of reading, speaking and listening. Language skills are developed through singing songs with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Working in a musical setting, children develop their ability to communicate ideas effectively.

In numeracy, music contributes to mathematical understanding with regard to pattern and structure and songs reinforce mathematical ideas.

In foundation subjects, creating, performing or listening to music is sometimes a moving and even spiritual experience and we encourage reflection on the effect that music can have on a person's mood, senses and quality of life. In encountering music from different cultures, children develop more positive attitudes towards other cultures and societies.

### **Music and Inclusion:**

At Burlington Infants School, music is taught to all children, whatever their ability and individual needs. We strive to meet the needs of those pupils with special educational needs, those with physical disabilities, those with special gifts and talents and those learning English as a second language and we take all responsible steps to achieve this, for example, encouraging children unable to communicate by voice to respond in gestures.

### **Assessment for Learning:**

Children demonstrate their musical ability in a variety of ways. Teachers will assess children's work in music by making informal judgements as they are observed in session time and in assemblies, as well, as during interaction with individual children.

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### Resources:

There are sufficient percussion instruments kept centrally in school along with a good range of CDs and songbooks/ resources for staff use.

We have a portable CD player/radio/ipod dock for classroom use which enables ease of transfer from whiteboard- related activities and listening activities.

### The role of the Music Subject Leader:

The Subject Leader will:

- Lead the development of music in the school;
- Provide guidance to individual members of staff;
- Keep up to date with new developments in the teaching of music, and disseminate relevant information;
- Review and monitor the success and progress of the planned units of work;
- Manage the music budget;
- Be responsible for the acquisition, organisation and maintenance of music resources;
- Encourage other members of staff to take full advantage of training opportunities to develop confidence and expertise in music;
- Ensure that any points for action or further development in music are fed, where appropriate, into the school development plan.