



Music Policy

Date of policy:	December 2015
Date last review adopted by governing body:	26 February 2019
Frequency of review:	3 years

1. Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgments about the quality of music.

The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organized into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and to use musical notation;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing listening and appreciating music (including music from different countries, cultures and times)

2. Teaching and learning style

At Writtle Infant School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organization of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to create their own compositions.

3. Music curriculum planning

Our school uses the national curriculum for music and Essex Music Services online scheme of work and resources as the basis for its curriculum planning. We also choose half termly musical themes that support our creative KS1 curriculum. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

4. The Early Years Foundation Stage

We teach music in the foundation stage classes as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

5. Equal opportunities

Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in music. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

6. Assessment for learning

In line for the policies for assessment, recording, reporting and marking judgements about attainment are made continuously throughout a variety of tasks. At the end of each term, the teacher makes a summary judgment about the skills each pupil has attained in relation to the National Curriculum. Judgements and assessments are monitored by the Music subject-leader.

7. Resources

We keep resources for music centrally in the school hall. Foundation stage classes have a selection of instruments in their own classrooms.

8. Musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. The school is affiliated to the Chelmsford and District Infant Schools Music Association and takes an active part in the organization and participation of the annual music festival for 30 Y2 pupils. All Y2 pupils perform the music festival cantata within school at the end of the Spring Term.

Y2 pupils perform throughout the year at the Writtle Link Club for the housebound elderly. The whole school also sings at the annual Carols on the Green local community event.

All KS1 pupils take part in a weekly singing assembly accompanied by piano, which develops a variety of singing, listening and appreciation skills. We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and concerts. This recognizes their achievements and celebrates their success.

9. Music lessons and clubs

All KS1 pupils have the opportunity to have piano or keyboard lessons within school. In addition all Y2 pupils learn the recorder and those who display musical talent have additional teaching to develop their skills and expertise.

During the school year all KS1 pupils have the opportunity to participate in a free after school music club.

10. Roles and responsibilities

The subject is led by the staff as a whole and each year time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

11. Subject leader role

- To facilitate the development of music throughout the school
- To review Music Policy periodically.
- To work collaboratively with staff to promote continuity and progression.
- To create and monitor Schemes of work.
- Monitoring including lesson observations, assessment data. pupil voice surveys, work sampling and climate walks.
- To attend relevant INSET courses, and encourage and support staff where possible.
- To organise and if relevant deliver staff training.
- Monitoring and organisation of centrally held resources.
- Purchase of resources in consultation with staff and with consideration of the allocated budget.

12. Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

13. Equality statement

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.