

Halfway Nursery Infant School



Music Policy

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Signed (Headteacher)	
Signed (Chair of Governors)	
Minute Number	

HALFWAY NURSERY INFANT SCHOOL

Music Policy

Rationale

At Halfway Nursery Infant School, we believe that 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 people 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 judgements about the quality of music.

Aims and Objectives

Our aims are therefore for our children to:

- Be able to develop their aesthetic sensitivity.
- Be encouraged to be discerning listeners with an open mind for differing styles and cultures.
- Develop musical skills and concepts through listening, performing and composing to produce musically literate children.
- Develop social skills and awareness through co-operation with others, using voices and/or instructions in the shared experience of making music.
- Enrich and support work in other areas of the curriculum.
- Above all have pleasure and enjoyment in all aspects of school music supplying one foundation for greatly enriched leisure pursuits, both as listeners and as participants in music making.

Teaching and learning style

At Halfway Nursery 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 organisation of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We also teach children how to work with others to make music and how individuals combine together to make sounds.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

Music curriculum planning

We carry out the curriculum planning in music in three phases (long-term, topic overview and weekly overview).

- The long-term plan maps the music topics studied in each term during the key stage. Sometimes the children study music topics in conjunction with other subjects. Through the programmes of study we teach the knowledge, skills and understanding set out in the National Curriculum.
- The topic overview which is written on a half term basis, gives details of the unit of work for that half term along with an anticipated breakdown.
- The weekly overview identifies the objective which is being taught in a given week along with the intended activities to meet this.

Our music planning is geared to three aspects of progress:-

Foundation Stage

In the Foundation Stage classes we teach music as an integral part of topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS). We believe 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.

The contribution of music to teaching in other curriculum areas

- English
Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.
- Personal, social and health education (PSHE) and citizenship
Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social

activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence.

- Spiritual, moral, social and cultural development
Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life.

Teaching music to children with special needs

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties and our work in music takes into account the targets set for individual children in their individual Education Plans (IEPs).

Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. Assessments are recorded and the information passed on to the next teacher at the end of the year.

Resources

There are sufficient resources for all music teaching in the school. We keep resources for music in individual classrooms with additional resources stored centrally.

Monitoring and Review

The Headteacher, with the support of the Music Co-coordinator, will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

Subject coordinators are responsible for the monitoring of assessments for their curriculum area.