

Music Policy

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can also play an important part in helping to include children and encourage them to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms.

1. Aims and Objectives

1.1 Our aims of music teaching are to enable children to:

- Know and understand how sounds are made and the organised into musical structures.
- Know how music is made through a variety of instruments.
- Know how music is composed and written down.
- Know how music is influenced by the time, place and purpose for which it was written
- Develop the interrelated skills of performing, composing and appreciating music.

1.2 Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

1.3 Children will learn to:

- develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
- communicate musical ideas to others
- improve instrumental and vocal techniques
- listen and appraise
- be able to sing and play from memory

2. Teaching and Learning Style

2.1 At Corfield Church of England 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. 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. We teach them to listen and to appreciate different forms of music. As the children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

2.2 Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to compose music.

2.3 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)

- Providing resources of different complexity depending on the ability of the child; and using teaching assistants to support the work of individuals or groups of children.

3. Music Scheme of Work Planning

3.1 Our school uses the Music Express scheme as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move up through the school.

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

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in the children's music making.

4. Foundation Stage

4.1 We teach music in Reception as an integral part of topic work covered during the year. As the Reception class is part of the Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals.

4.2 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. Cross-curricular Links

5.1 At Corfield C of E Infant School, music helps to develop skills in other areas as well as making its own contribution to the curriculum. These include Literacy (language skills, rhythm, rhyme, communicating ideas), Maths (patterns, sequences and processes), Dance (performing, interpreting ideas) and PHSE (reflecting, listening, creating and performing).

6. Teaching music to children with Special Educational Needs and Disabilities

6.1. At our school, all the children are included in music lessons, whatever their ability. Through our music teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

7. Assessment and Recording

7.1 Teacher assessment is incorporated into class teacher's termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process.

8. Resources

8.1 There are sufficient resources for all music teaching units in school. We keep musical instruments in a central store cupboard in the hall. Each class teacher has their own copy of the Music Express Book for their year group.