



Music Policy

At Thorpe Acre Infant School we believe...

- music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.
- music can be a lifelong source of pleasure.

Aims

To encourage, all pupils to:

- develop musical skills and concepts through listening, appraising, performing and composing;
- develop social skills through co-operation with others in the shared experience of music making;
- develop an understanding of different styles of music;
- be motivated to enjoy and succeed in music now and in the future.

Music and the National Curriculum

The national curriculum for music emphasises that a high quality of music education should engage and inspire pupils to develop a love of music, thus increasing their self-confidence, creativity and sense of achievement.

By the end of Key Stage 1 pupils should be taught to:

- Use their voice expressively to sing a range of songs
- Play tuned as well as untuned instruments
- Listen with concentration and understanding to a range of music
- Experiment with, create, select and combine sounds using the inter- related dimensions of music

Music contributes to the wider aims of Primary Education including English, ICT, P.E, Art, P.S.H.E. Music can develop skills, attitudes and attributes that can support learning in these subjects such as listening skills, concentration, creativity, perseverance, self-confidence and sensitivity towards others.



Planning and delivery of music

- Music is taught across the school using the Leicester-Shire Music scheme. The scheme is split into 6 units across the year, which include: pulse, voice, rhythm, pitch, music technology and genres.
- Each unit is taught across a half term through weekly classroom sessions.
- The sessions focus on developing children's understanding of musical dimensions, enabling them to explore the dimensions through practical activities and finally leading up to a performance in lesson 5 of each unit.
- In foundation stage, as well as having these designated music sessions once a week, children can independently explore musical instruments within their continuous provision.

Pupil Experiences

In music, opportunities will be created for pupils to:

- listen, perform and compose a variety of styles of music
- undertake a balanced programme of activities
- work individually, in groups or as a whole class
- explore a range of instruments, including those on an ipad
- make use of audio/visual materials
- to perform to wider audiences
- to take part in a whole class ensemble lesson for example recorders
- once a week the children will take part in a whole school singing assembly, usually accompanied by the piano
- children will experience a wide range of different genres of music through our 'composer of the term' which is used during assemblies

Equal opportunities

- We aim to give every pupil the opportunity to enjoy a variety of musical activities.
- All pupils have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.

Assessment and Record keeping

- At the end of each unit, teachers will assess the children's musical skills based on several 'I can' statements.
- The children are involved in this assessment process in each unit as the last lesson involves them watching their performances and engaging in self as well as peer assessment.



- Within foundation stage, music is also assessed as part of the Expressive arts and design early outcome. By the end of EYFS, children are expected to be able to sing songs, make music, dance and experiment with ways of changing sounds.
- All of this information is then monitored by the music co-ordinators' to identify next steps and/ or gaps in skill development.
- Annual reports for parents will include a music assessment which states whether the child is working at the expected standard for their year group.

Resources:

- Each class has a music box which contains a range of untuned percussion instruments
- A set of xylophones
- A hall-situated piano, which is used during singing assemblies
- A class set of recorders and music books
- A number of musical apps on the ipads
- Music CD's and song books

Monitoring the policy

The Music Lead teachers (Miss Bowman and Mrs Taylor), will monitor the implementation of the policy regularly. This policy will be reviewed and approved by the Governors and Co-ordinators every two years, or as and if developments in the subject lend themselves to an early review.

Policy Date: 1.3.2020

Review Date: