

# **Spring Meadow Infant and Nursery School and Infant Assessment Unit**

## **Music Policy**

**Written June 2019**

## **Our Curriculum Intent**

**Kind** – children show kindness and compassion for their fellow class members when they are performing to an audience.

**Brave** – young people who are eager and confident to show and perform their new found music skills and knowledge.

**Curious** - children show curiosity when being exposed to a wide variety of musical genres and are keen to ask questions and deepen their knowledge of music.

## **Statement of Intent for Music at Spring Meadow:**

For each child to explore a wide range of musical genres and to be inspired and obtain enjoyment from music.

## **Our Big Ideas for Music:**

### Singing, Instruments and Appreciation

At Spring Meadow, our music curriculum aims to develop each child's musical skills with a focus on our Big Ideas (see attached Progression Skills Map). Children will develop these skills, building on from their previous knowledge and experiences. Our Music Progression Skills Map clearly tracks how and when these skills will be introduced and developed, in order to ensure a smooth progression is achieved, and that there is no overlapping between Key stages and Year groups. To ensure that all skills have been met, teachers are aware of skills not explicitly taught through Charanga and understand that these need to be included in their planning. This will include a questioning approach to learning to further develop the children's understanding. The Music Coordinators of Spring Meadow and St. Mary's will also liaise to make sure that this progression flows between the Infant and Junior Schools. This will ensure that the Programmes of Study at each school complement each other without duplicating the subject matter. In line with the National Curriculum for Music for Key Stage One (Sept 2013), children will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- 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.

## **Curriculum organisation:**

**EYFS** will focus on Music as part of *Expressive Art and Design* supported by the skills outlined in the Development Matters Document. This will be covered in a cross curricular way and children will also have opportunities to use musical instruments on a daily basis within the continuous provision. Children in Reception will also be provided weekly music lessons using the music scheme Charanga.

**KS1** will have music lessons on a weekly basis using the music scheme Charanga. Children will be learning to listen and appraise a range of different musical styles and will be encouraged to express their opinions. Children will also have the opportunity to perform singing and perform using

instruments. As the children progress throughout the Key Stage, they will be exploring how to compose and given the opportunities to create their own imaginative pieces of music.

### **Equal Opportunities**

The Music curriculum will be made available to all children and appropriate resources will be provided to suit the needs of all pupils. All children will have multiple opportunities to take part in extra curricular activities and take part in music themed “Wow!” days.

### **Health and Safety**

All extra curricular activities will have appropriate Risk Assessments completed before they are undertaken.

### **Assessment, Recording and Reporting**

Teachers and PPA staff plan learning using the skills outlined on the curriculum skills maps supported by the use of Charanga.

Teachers use formative assessment to judge if a skill has been learnt, recognising that one-off activities do not secure long term learning. Teachers provide opportunities for children to revisit areas of learning to enable a child to refresh and recall skills that can then be built on over time. This is called interleaving and requires a careful approach to planning and revisiting skills. The music skills map sets out a developmental continuum of skills for children from the age of 3 to 7 with greater depth opportunities for children to experience. This approach allows for the interleaving required to secure good learning.

Teachers will summarise knowledge and skills on a weekly basis to support the decision making process for next steps teaching and learning opportunities.

An annual report will be produced at the end of the academic year identifying the standard achieved and the child’s enthusiasm for the subject.

### **Resources**

Music resources will be stored in a central area within the school with each year group having access to a variety of instruments and music. All teachers and PPA staff also have access to Charanga where they can find and use additional resources linking to the curriculum and the topics being covered in EYFS and KS1.

### **Professional Development**

Matters arising from continual professional development from the Music coordinator or Leadership team will be passed on to staff via email, staff briefing/ training sessions, or within INSET as is most appropriate.