

St. Michael's Nursery and Infants School



Music Policy

Aims

- To make music a pleasurable experience
- To give children direct experience of music in a way which will capture their interest and imagination.
- To develop skills, knowledge, understanding and concepts connected with music.
- To develop social skills and awareness of others while performing music in pairs, group activities and as a class.
- To develop self confidence in the use of musical skills.
- To make music play a powerful part across the curriculum by experimenting with, create, select and combine sounds using the inter-related dimensions of music.
- To be aware of music within different ethnic groups.
- To give children opportunities where appropriate, to develop and apply their computing skills to record sounds.
- To learn to sing and use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- To listen with concentration and understanding to a range of high-quality live and recorded music.
- To give children opportunities to play both tuned and untuned instruments.
- To allow children opportunities to experiment with music and make changes where appropriate.

Curriculum Organisation

Music is taught as a class activity often through cross-curricular themes, e.g. Science, Maths and English.

Children are encouraged to use their voice and both tuned and untuned instruments.

Appropriate use of ICT equipment for listening and recording composition will be made.

Concepts/Skills

By the end of KS1 children will have been introduced to the skills involved in performing, composing, listening and appraising.

They will also be given the opportunity to develop these skills through activities involving the voice, percussion instruments and the use of computing equipment where appropriate.

Assessment

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored through the use of Early Years Outcomes throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.

In Key Stage 1 children will be graded according to work produced, observations and discussions.

Assessment performance descriptors will be annotated as children make progress and this will be also be used for planning learning experiences.

Health and Safety

Instruments will be checked regularly and any that are damaged will be removed or repaired.

Children will be reminded about playing instruments sensibly and ensuring beaters are either being used to play the instrument or resting on the floor/table.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced Music curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in IEP's.
- Equal opportunities are provided for boys and girls, for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self worth will be engendered throughout the activities.

SEND

Children with special needs will be identified and work within their individual level. If needed, they will have an IEP and work with support under the direction of the class teacher.

Enrichment/Extension activities for More Able Children

Aims:

- To identify pupils showing particular talents
- To develop children's performance, motivation and self esteem
- To establish challenging targets for talented pupils within lessons
- To modify schemes of work to develop children further
- To evaluate progress and adapt targets accordingly
- To encourage self evaluation

Opportunities to Increase Depth and Breadth of Knowledge through:

- Use of computing to explore and record sounds
- Listening closely and responding to music across a range of genres, styles, traditions and historical periods.
- Composing, evaluating and adapting their own compositions and performances
- Developing appropriate and consistent use of musical elements

Improve Quality of Performance:

- Develop ability to reflect on and improve their skills
- Compare their performance with others
- Evaluate and plan how to improve their performance.

Health and Safety

- All aspects of this policy and practice are carried out with regard to our health and safety procedures.
- All relevant risk assessments should be read in conjunction with this policy.