

Beddington Infants' School

Policy for Music

“At Beddington Infants’ School we develop as musicians, becoming well-rounded children who enjoy our learning”



Intent

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve their personal best. Our provision is inspired by the Italian **Reggio Emilia Approach**. It is an experiential provision for both children and adults.

‘Tell me and I forget. Teach me and I remember. Involve me and I learn.’ Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our aims in teaching Music are that all children will:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Early Years Foundation Stage

Children have open-ended opportunities to explore Music during independent learning. Structured, exploratory play occurs daily. Children have the opportunity to work collaboratively and individually, responding to open-ended questions posed by adults. Verbal feedback is a valuable way to take the children's thinking and learning further.

Resources are available during continuous provision to enable our learners to explore a range of skills independently. The permanent areas that link to Music are imaginative play, technology and a listening area. These are permanent areas in both nursery and reception.

Music is linked to the following areas of learning:

- . Expressive arts and design
- . Communication and Language
- . Literacy

Ongoing observations are made in these areas to record and assess the development of skills. Observations are recorded in children's individual learning journeys.

Key Stage One

Music is taught as a discrete session on a weekly basis. We follow the Charanga (music model) curriculum which provides a unique, child-centred approach to how we teach Music.

In addition to this, the children have access to and engage with planned independent learning opportunities weekly, enabling them to practise, apply and consolidate their Music skills, individually, collaboratively and independently.

Following the National Curriculum guidelines children will:

- sing songs, rhymes and chants
- explore and play untuned and tuned instruments
- listen to music and respond
- experiment and perform music

The emphasis in our teaching of Music is on:

- First hand interactive experiences as well as listening to high quality recordings
- Discussions with targeted questions from different resources.
- Encouraging children to take control of their own learning.
- Using a variety of mediums and strategies to deliver knowledge.
- Ensuring children use this acquired knowledge in a variety of ways.

Planning in Music is a process in which all teaching staff are involved.

- Long term plans/Curriculum Map
- Medium term plans
- Knowledge Organisers
- Weekly plans
- Plans are checked regularly by the Senior Leadership Team.

Children's progress in Music is recorded through:

- Ongoing assessments, with a termly summative assessment.

- Photos/Videos/performances of compositions
- Regular feedback.
- Pupil Voice.

Reporting to families occurs formally and informally through:

- Curriculum letters informing families of coverage.
- Sending learning home to be shared termly.
- Sharing Learning Sessions each half term.
- Open Evenings (3 per year).
- End of Year Reports.

Resources used include:

- A range of appropriate resources, including a variety of musical instruments
- Teacher's resources and reference materials.
- Computers and appropriate software (Charanga , Sing Up, Words on Screen).
- Children's books relevant to the topic.
- Interactive displays.
- Visits from members of the community.
- Families

Pupils with additional needs:

When planning Music activities, differentiation is considered so that all children can access the Music curriculum.

A range of teaching strategies will be employed catering to the children's needs. For example a more practical approach or pictorial recordings maybe used with children that find accessing the writing part of the Music curriculum difficult (when responding to music).

Accelerated learners are given the opportunity to carry out further research into the area being taught. They will also be extended through different types of open questions that encourage the children to think more empathetically. Accelerated learners will be encouraged to work with increasing independence and taught the strategies with which to do so.

Diversity

We provide an inclusive Music curriculum, which is appropriate and accessible to the needs and abilities of all pupils in accordance with the School's Equal Opportunity Policy. We use the pupils' personal experiences when learning about a range of cultures and traditions. We are committed to providing an unbiased curriculum.

Impact

At the end of EYFS children should have achieved the following ELGs:

Expressive Arts and Design (Being Imaginative and Expressive)

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

By the End of Key Stage 1 children should achieve the following:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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.

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