Howbridge Infant School

Music Policy
Academic Year 2025

Date last reviewed by Governing Body: February 2024
Date of policy: February 2025
Next review: February 2026

Introduction:

Music is essentially a practical subject which should be enjoyed by all. From an early age children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school.

Aims:
To encourage awareness, enjoyment and appreciation of music in all its forms.
To develop imagination and creativity.
To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

Intention:
To offer opportunities to perform, compose, listen, appraise (review and evaluate) across a range of music. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Impact:
To engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Children will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Performing skills
Children will be taught to sing a variety of songs, rhymes and chants from various times and countries and to use their voices expressively. This can also include reading and performing poetry and stories. They should have the opportunity to play tuned and untuned instruments with increasing control and should rehearse and perform with others, with an awareness of the audience.

Composing skills
Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways e.g. pictorial score/symbols, using a recording device (such as an iPad) or using a written notation.

Appraising skills
Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language, written appraisals and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding
Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: **Pitch, Duration, Pace, Dynamics, Texture, Timbre, Form, Silence**

Vocabulary
Children will be introduced to a variety of musical vocabulary which will continually review and assess their understanding. Including pulse/beat, rhythm, tempo, pitch, timbre, dynamics.

Approach
Music should be taught throughout the school in discrete weekly lessons but also establishing cross curricular links which could include Literacy, Early Years, Maths, Science, R.E., computing, Physical and Creative development.

As well as music lessons in class, regular singing assemblies take place for the whole school led by the Music subject leader. Music is used for a variety of other purposes including enjoyment in PE, playtimes, special assemblies, performances and other cross curricular activities.

Some children have opportunities to have lessons through Rocksteady Music company to choose to learn drums, vocals, guitar or keyboard and perform as a group and opportunities to learn a tuned instrument will be offered via clubs or through lessons later in year 2, such as the recorder. There are various music clubs/choirs open to children at various points of the year. Opportunities to perform at venues in the local area and at school music festivals will be given to some children in Year 2. There are many music clubs available to children throughout the year including, percussion club, keyboard club, handbells, karaoke and singing.
A Year 2 choir has been set up for a large group of Year 2 children. They have opportunities to learn how to sing as an ensemble, perform in special school assemblies or extra curricular events. The children will continue in choir for the school year.
A specialist singing coach has been employed to work with all children throughout the school in discrete singing lessons.

There will be opportunities for children to perform to invited audiences such as Christmas concerts & plays in the EYFS and KS1, year group assemblies, choir concerts and the Year 2 end of year celebrations.

Across the school a new music scheme has been introduced - Kapow Primary Music. This has teaching videos (for staff) half termly planning and resources available from reception through to year 2.
In the Foundation Stage music is also taught through singing nursery rhymes which help our young learners who are at an early stage of learning English. Singing rhymes is important because they improve language, cognitive, physical and social development. Children develop mouth and tongue muscles by speaking the rhymes and increase memory and recall skills.

Hearing nursery rhymes helps children learn how sounds are put together to make words and sentences, and children begin to understand the rhythm and inflection of language. Children will also have opportunities to explore a variety of un-tuned percussion instruments and work with these through cross curricular opportunities both inside and outside of the classroom.

In Key Stage 1 music is taught through the new music scheme and extra opportunities will be planned into medium planning to complement topic work. Pupils have opportunities to play instruments, compose, perform and listen to music from a range of styles, times and cultures.

Inclusion

Inclusion is about every child having educational needs that are special and the school meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.

Inclusive practice in music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. Children will get the opportunity as part of the music curriculum to enjoy a variety of music and instruments from different countries around the world, with links to our global work.

Assessment

Teachers assess music by listening to the responses of children to the music that they hear and play. In the EYFS significant work can be recorded on the ipads and added to the children's learning journey on Tapestry.

KS1 Assessment will be added as formative and summative assessment using our online assessment tool 'Sonar'.

Assessment is ongoing and 'mastery moments' in music can be recorded on Mastery Moment slips and added to children's topic work or added to pages within their class 'floor book'. Work can be recorded and QR codes created to add videos and photos into floor books to be viewed. School jotter can also be used to display videos created during music lessons.

Resources

We have a range of music equipment and resources which are stored in the music cupboard and there is a portable music trolley. There are a number of tuned instruments; including recorders, glockenspiels, boomwhackers and a small selection of chime bars. There are several electronic keyboards available.

Some instruments are kept in individual classrooms and used throughout the curriculum, especially in EYFS. SEN children may have access to their own selection of instruments to support sensory/development needs.

New resources are added as often as needed and the Music Subject leader will inform staff of any new additions.

Any broken or damaged instruments to be reported to the Music Subject Leader.

Monitoring and staff development

The music subject leader will support teaching staff and feedback on any training they have received through professional development and courses.
To provide opportunities for staff to try our new instruments.
To give tuition on a music scheme as required.
The music subject will ensure National Curriculum coverage and implementation and support in assessment. They will maintain and manage resources and maintain an overview of the subject. The subject leader will ensure teachers/year groups are recording/sharing some music lessons in floor books, school jotter, tapestry to demonstrate ability and learning; this could include photos and videos. School subject leader will talk with children across the school year (pupil voice) to get an overview of their understanding and enjoyment of music.