



## Music Policy

### Galley Common Infant School



#### Intent

At Galley Common Infant School, it is our intent that we make music an interactive, creative, enjoyable and inclusive learning experience for all of our pupils. They begin their musical journey in Reception and we build upon this every year to ensure their musical skills and abilities develop. We encourage children to participate in a variety of musical experiences through which we aim to build up their confidence and self-expression, inspire creativity and help them to develop their musical potential.

Music is a unique way of communicating that can inspire and motivate children. This links directly to our school aim to provide an enjoyable curriculum where children can think creatively. Music is a vehicle for personal expression and creativity and it can play an important part in the personal development of children. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. This links with our school aims of developing children's values and beliefs of their own and other cultures. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The overall aims of music teaching are to encourage creativity, expression and communication so that all children can develop confidence through successful engagement with music.

Specifically we aim to enable children to:

- develop an enjoyment and love of music and singing both as corporate and individual activities.
- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music;

#### Implementation

At Galley Common School the music curriculum ensures pupils sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as weekly singing assemblies, celebrations and performances. Each year group has two or more opportunities to perform as a whole class/year group which include Christmas performances, class and the year 2 leaving concert. These experiences give the children the opportunity to showcase their skills in front of a live audience and develop their confidence in musical arts. Extra-curricular activities such as choir and recorder lessons are offered to enhance children's musical experiences. Children will also experience live musical performances at least once a year through contact with community music groups and professional musical performances (eg. Pantomime and visiting theatre groups).

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We also teach children how to work with others to make music and how individuals combine together to make sounds. At all times we focus on accepting and appreciating the efforts of all children, regardless of their natural musical abilities. The children attend a daily assembly where there is the opportunity to listen to music from a range of cultures and genres. The children are taught a wide range of hymns and songs, which they perform at assemblies in church and other festivals or celebrations throughout the year. One assembly per week is dedicated just to singing.

#### The contribution of music to other curriculum areas:

##### **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

##### **Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

##### **Information and communication technology (ICT)**

ICT is used in music where appropriate. We have CD ROMs or videos to support the teaching of music.

##### **Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence.

##### **Spiritual, moral, social and cultural development**

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Galley Common Infant School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

##### **Teaching music to children with special educational needs**

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

SEND children who cannot access mainstream music lessons have opportunities to access music through their individualised timetables and carried out by their one to one practitioner.

## **Impact**

During their time in school, children have opportunities to engage in their own musical journey. Our music lessons aim to develop an understanding of culture and history, both in relation to pupils individually, as well as musical cultures from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator and performer. They can discuss music and develop an understanding of how it is created. They can sing, feel a pulse, build rhythmic skills both individually and in a group. They discover their potential for singing and playing and hopefully, with encouragement, seek out opportunities to further develop these skills in the future and continue to enjoy and embrace music in their lives.

Teachers assess children's work in music by making informal judgements as they observe them during lessons. These assessments are recorded on a cube sheet or through photo evidence. In particular EYFS may use cube sheets and record on tapestry.

At the end of the school year the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year. We record comments for parents on musical progress through the annual report.