



Hamp Nursery & Infants' School

Music Policy 2020-21

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1 Curriculum Intent

The vision for music at Hamp Nursery and Infant School is that all children, whatever their background, age, sex or ability will access a curriculum that provides high quality music experiences, stimulates enjoyment and appraisal of a variety of genres of music, builds confidence in singing and instrumental performance and give opportunities for creative composition.

2 Curriculum Implementation

Teaching and learning is based on both the EYFS Creative Development Goals and on the National Curriculum programmes of study for Key Stage 1. The Music Leader has identified key skills for Key Stage 1 using the South Gloucestershire Music Maps and this ensures there is tailored skill progression from the Early Years to the end of Year 2.

Singing is at the heart of music learning at Hamp Nursery and Infant School and is used as a launch pad for learning and acquiring other skills of listening, appraising, performing and composing. Additionally, through developing these skills children are introduced to the inter-related dimensions of music. Music skills or concepts are taught progressively through termly topics and are developed through the use of music learning journeys or learning ladders. These may be linked to whole-school curriculum topics, Talk for Writing texts or important festivals. Programmes of study for children in the Early Years Settings are linked to Phase One Phonics through the Letters and Sound activities.

Music lessons in Reception and Key stage One are divided into approximately ten minutes of directed whole-class input from the Music Leader, who will introduce the learning objective through a range of practical listening, composing or performing activities. The second part of the learning time focuses on embedding skills through small group input, supported by teacher assistants. Finally, the end plenary session is used to share achievement and good practice, giving all pupils an opportunity to assess their own success against the key learning objective.

In the nursery settings, music learning is led by the Music Leader during music lesson sessions, with support and modeling from other staff. The focus is on enabling the children to join in with the activities and to gain their own voice, through questioning and through encouraging a range of responses. Each lesson has a structure, which helps the children to build up a repertoire of familiar songs, as well as introducing them to the different qualities of percussion instruments and varied creative opportunities.

Class teachers and teacher assistants within the Early Years settings use Music as part of their daily routine. Within Key Stage One, music activities are planned into the curriculum year where appropriate.

Music learning is planned to enable all children to be successful, with core skills for each lesson. Within these, high challenge is given, but further extending activities are provided and used appropriately for individual children or for the whole class, based on informal assessment within the lesson. Children with additional needs are supported by an adult and are given the same opportunities as others of a similar age, but differentiated tasks are set where appropriate.

Children receiving pupil premium funding are given additional opportunities to succeed in Music and to develop increased confidence and skills through the extra-curricular programme.

Children are given additional performance opportunities through Nativity and Year 2 productions as well as within the weekly singing assemblies or through concerts at parents' evenings. Each year, a year group takes part in singing workshops provided by the Music Hub.

3 Curriculum Impact

Informal assessment takes place throughout each lesson to determine the impact of the learning on learners. The Music Leader uses ongoing weekly observations and assessments by all adults within the learning environment to plan further music activities and ensure progression for each child at his/her particular level of ability. Video recordings are also used as a key way of assessing skill development and of showing progression.

Assessment criteria have been developed from the Early Learning Pathways to Development document and the South Gloucestershire Music Maps, which are based on the National Curriculum attainment targets. These inform planning and provide a means of making more formal assessment at the end of each termly unit. Children can therefore be shown to be meeting age related expectations. Those that need more help to attain them can be identified and those that need to be given more opportunities for mastery can also be stretched as an outcome.

Children are given opportunities to assess their own achievement through watching and listening to themselves. Performance opportunities are given within every lesson whilst video and audio recordings are increasingly being used as a means by which the children assess their progress and suggest improvements.

End of year reports inform parents and teachers of each child's progress in music.

4 Links To Other Curriculum Areas

Music learning at Hamp Nursery and Infants School is linked to other areas of the curriculum where appropriate. This makes the children's learning more meaningful. The Music Leader links phonics activities and speaking and listening objectives as part of whole-school targeting. She also provides additional support to children who are delayed in speech and language development through carefully planned phonetic-based musical learning tasks. Music underpins other aspects of school life in many ways, as follows:

- *spiritual development*, through developing pupils' awareness of the power of music to take the listener out of the commonplace and helping pupils use music to express and reflect on their own thoughts and feelings
- *moral development*, through helping pupils exercise responsibility in the choices and decisions they, and others, make as part of the creative process, valuing their own and others' work and recognising the effect of music (for example, its use in advertising and propaganda, and its misuse in sound pollution)

- *social development*, through helping pupils share music making and develop a sense of social cohesion, recognising the value of different contributions and their own responsibility to support and enrich the work of others, and recognising the need for different roles in group performance

- cultural development*, through helping pupils recognise how music influences and reflects the way people think and feel, relating to the time and place in which it was created and performed, and through analysing, evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same

- *communication*, through presenting music to different audiences, and discussing and sharing ideas with others

- *working with others*, through taking different roles and recognising and supporting the different contributions of other in groups and ensemble work

- *improving own learning and performance*, through appraising their own work, recognising the need for perseverance, developing the ability to use time effectively, and increasing their ability to work independently

- *problem solving*, through achieving intentions when composing and presenting performances to different audiences and in different venues

- *thinking skills*, through analysis and evaluation of music, adopting and developing musical ideas and working creatively, reflectively and spontaneously

5 ICT

Where appropriate, children are given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in music.

E-safety forms part of this and all other policies and e-safety practices will therefore be followed by staff and pupils at all times.

6 The Role of the Music Leader

The Music Leader has the responsibility for developing a creative Music Curriculum which delivers the musical aspects of the EYFS Pathway to Development and the Music National Curriculum to children in the school, ensuring progression and effective teaching and learning. Currently, the Music Leader teaches music across the Early Years and Key Stage 1, liaising closely with class teachers to ensure that music is linked effectively to other curriculum areas, as well as with teacher assistants who support learning in music lessons. Other teachers and teacher assistants include music as part of a broad and balanced whole-school curriculum.

The Music Leader will support colleagues when planning musical activities and, wherever possible, provide knowledge and assistance. She takes responsibility for

lesson observations and moderating Music across the school. She is also responsible for preparing the musical side of performances at special events. The extra-curricular music programme is devised by the Music Leader in liaison with the headteacher.

In order to provide more musical opportunities for all children, the Music Leader also works with outside providers, such as the Somerset Music Hub.

7 Musical Resources

Musical instruments and music CDs are centrally stored in the main hall. Instruments are easily accessible and can be taken to individual classrooms, then returned as needed. Children are encouraged to play instruments appropriately and shown how to store them carefully.

Sing Up is used as an online singing resource. Sing Up Magazines and other song books are stored in the Resources cupboard. Other song resources are stored electronically on the server.

Links are made with the Somerset Music Hub in order to provide other musical experiences for the children and training for adults.

8 Key Documents That Influence the Direction of Music Teaching and Learning at Hamp Nursery and Infant School:

a) The Importance of Music: The National Plan for Music Education

In 2011, the Department for Education produced a report in which it outlined its plan for music education up to 2020. Its core vision is described below:

The value of music as an academic subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun. High quality music education enables lifelong participation in, and enjoyment of, music, as well as underpinning excellence and professionalism for those who choose not to pursue a career in music.

Our vision is to enable children from all backgrounds and every part of England to have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence. Music teaching starts in early years, and we want the vision to extend across all five to eighteen year-olds, both in and out of school, in both formal and informal settings.

In February 2020, the Department for Education initiated a call for evidence of music engagement and access in schools, in preparation for a refreshment of the National Plan for Music in the autumn of 2020.

b) The New National Curriculum for Music in England.

In 2013, the DFE published the new National Curriculum for Music in England. Its key ingredients are outlined below:

Programmes of Study for Music in Key Stage 1

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should 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. 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.

Aims

The national curriculum for music aims to ensure that all pupils:

- ♣ 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- ♣ 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

c) New Ofsted Framework 2019

This new framework promotes a broad and balanced curriculum with clear curriculum intent, implementation and impact.

Children should benefit from high quality learning experiences in all subjects, with a clear progression of skills, consistently taught throughout the school.

There should be sound subject knowledge promoted depth of coverage and effective content sequencing. They had found that strong subject knowledge often resulted in a higher overall curriculum quality score. The children's cultural capital would then often improve.

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