



Fulwell Infant School Academy  
**MUSIC POLICY**



### **MUSIC POLICY**

At Fulwell Infant School Academy MUSIC is set within a broad, integrated curriculum. We aim to ensure that every child has access to the intentions below.

#### **INTENT**

Music specialist teaching is offered to children in Reception, Year 1 and Year 2. The children take part in a balanced programme of activities to develop their understanding, enjoyment and appreciation of music. Year 1 and 2 children have the opportunity to learn how to play the recorder and the violin. Participation in, and attendance at, musical events also takes place for children in Reception and Key Stage 1.

#### **MUSIC TEACHING OVERVIEW & RATIONALE**

Music education at Fulwell Infant School Academy is concerned with the development of children's vocal and basic instrumental playing skills, their understanding of the 'elements of music' and their awareness of different musical cultures and styles. To achieve this children throughout KS1 are involved in an active musical programme of:

- i) individual class music lessons
- ii) instrumental and vocal groups
- iii) whole year group singing practices
- iv) whole year group performance opportunities

#### **TIME ALLOCATION**

Throughout the school year we aim to seek a balance between all subject areas. Music lessons are delivered weekly to Reception, Year 1 and Year 2 during the majority of the half term blocks. Additionally, the scheduling of yeargroup rehearsals for our various seasonal performances take up the rest of the available teaching time. However, it is important to note that these rehearsal periods remain an intrinsic part of the Music curriculum and also provide a different vitality to childrens' music learning through performance projects. During these periods, the subject leader will use their professional judgement to decide on the best use of time and will maximise these opportunities in negotiation with other staff.

#### **BEHAVIOUR and ATTITUDES**

Children's study of, and participation in, Music often requires a physical activeness, good co-ordination, some noise (!) and an ability to project the personality; also the ability to work alongside other children in small and large groups in a well disciplined way. It is recognised, therefore, that these attributes are in themselves challenging for some children. The subject leader's approach will always be mindful of this and their modelling and rewarding of good group behaviours, participations and outcomes will always be used to help encourage those children to achieve the desired outcomes. Where some children struggle to achieve or participate, the subject leader will offer them opportunities and outcomes that make tasks easier and more achievable, and to avoid a child's ongoing worry/anxiety or disengagement.



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**THE CHARACTERISTICS OF A 'LEARNING MUSICIAN' AT OUR SCHOOL**



**develops confidence in performing together and creating music ('composing')**



**communication, study skills, personal and social skills through their music making.**



**develops an awareness of music from a variety of periods, styles and cultures**

**develops expressive ideas, thoughts, and enjoyment through their music making**





## **IMPLEMENTATION**

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss and take an active part in their learning
- Address the literacy and numeracy needs of each individual and make use of ICT in the provision of learning
- Provide a broad and balanced curriculum
- Ensure children embed key concepts in their long-term memory
- Provide opportunities that extend and enrich learning to include visits or visitors, where appropriate
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use a good range of differentiation strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group
- Seek to overcome potential barriers to effective inclusion
- Ensure display in the learning environment celebrates the achievement of our children and scaffolds their learning to extend their achievement further

## **CURRICULUM PLANNING FOR MUSIC**

**The long term plan** maps out the themes covered in each term for each year group in KS1.

**The medium term plan** maps out the specific half termly content. This is reviewed and amended to ensure relevance for the cohort of children and to ensure an appropriate balance and distribution of work across each half term. Also to ensure children progress at a level according to their ability.

The medium term plan identifies learning objectives and outcomes for each theme and is always geared towards the following specific outcomes that underpin children's music learning throughout Reception, Year 1 and Year 2:

- exploring a range of sounds and exploring the different ways of making/organising them
- creating their own musical ideas within simple musical structures (compositions)
- singing a range of songs in small and large group settings, sometimes taking a solo lead
- playing simple rhythmic and melodic patterns on a variety of untuned and tuned instruments
- recognising and describing sounds, and listening/responding to different musics
- developing an awareness of the 'elements of music' (timbre, duration, pitch, dynamics, tempo, texture) and an ability to control them when making music





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Short-term plans are completed by staff for each block of learning.

These include:

- the specific learning objectives and detail how the lessons are to be taught,
- success criteria which are shared with the children to ensure children understand their next steps to learning,
- activities to engage the children and to lead their development through active participation.

We plan the activities in Music so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded in class files which are accessible to all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutinies of planning and work are carried out by subject leader/leadership with feedback given to ensure children access the full curriculum. We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- LGBT
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- Learners in receipt of Pupil Premium.

#### **SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

Learning through Music enhances children's spiritual development, through our singing assemblies, moral development through the messages of song content and classroom behaviour and social development through the many participations expected of children during lessons and performance opportunities. Cultural development is more easily related to specific musical examples and genres that we listen to, understand the background to and purpose of, during music lessons (e.g. indigenous dance and folk musics from around the world). Opportunities for celebrating our own community and culture are integrated into some of our musical activities, such as *Tall Ships*, key school anniversaries, important National or World anniversaries (e.g. *World War One*).

#### **PERSONAL DEVELOPMENT**

Children's personal, social and emotional development are encouraged in many ways through their Music learning and music making, such as:

- their development of expressive ideas, thoughts, and enjoyment
- their development of confidence when performing and creating music
- their development of communication skills, study skills and social skills



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- through their music making
- their development of attentive listening skills
  - their development of understanding how to work with others

### **ENRICHMENT**

Enrichment opportunities exist for children's extended Music learning through the following additional activities in school:

- mixed yeargroup singing assemblies
- featuring of music in PE
- annual dance festival
- presented class assemblies
- school visits, such as *Infantasia*
- seasonal events such as:
  - harvest assembly, coffee mornings, Christmas Nativities
- end of year KS1 shows
- after school clubs (e.g. recorder groups)
- peripatetic violin instrumental lessons
- outside providers delivering visiting musico-dramatic performances
- attendance of musico-dramatic performances outside of school

### **RESOURCES**

Musical instruments in the music room are easily accessible to children and staff, and are stored on portable trolleys, within labelled crates and drawers, and upon open shelving. There is a very good selection of both tuned and untuned percussion instruments. Charanga (an online music scheme resource) is regularly featured in music lessons help promote the use of music technology. It is used to supplement lessons and does not provide the overall scheme that children follow (please see 'curriculum' section below). There is a wide variety of resource CDs and songbooks stored in both the hall and in the music room.

### **ASSESSMENT**

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. This identifies children needing additional support and those who are working at a mastery level.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. This ensures that our teaching is matched to the child's needs. Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets.



### **INCLUSION**

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in Music and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important.

### **HEALTH AND SAFETY**

The teacher will be responsible for planned activities within Music that are appropriately risk assessed to comply with health and safety requirements. They are also responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class. All children are taught the safe and appropriate use of musical instruments and equipment and staff use their professional judgment as to whether an activity is safe or not before undertaking it.

### **IMPACT**

Leadership will consider first hand evidence of how children are doing in the Music subject area. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential?
- Are our actions effective?
- Is the curriculum promoting outstanding learning?

### **SUBJECT LEADER**

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing Music, subject to the submission of an annual data return to the Sunderland Music Education Hub Manager, so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

### **MONITORING**

The leadership team (including the subject leader) is responsible for monitoring planning and the standard of children's work. Monitoring activities include planning and work scrutinies and regular observations. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. It is important to state that the majority of children's learning progress in music is measured through their willingness, confidence, ability and successes in taking part in many practical whole-class, large-group and small-group activities that are presented to them not only in weekly music lessons, but also in the seasonal larger-scale performance activities that take place in, and sometimes outside, of school. The curriculum leader provides the strategic lead and direction for the curriculum area in the school.



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**REVIEW**

This Music policy and the current school-wide music curriculum is reviewed every year towards the end of the summer term. Revisions will be made if it is necessary to respond to any changing school-wide demands, issues, resourcing or staffing. The Music curriculum leader will meet with governors, as appropriate, to discuss current developments in their subject. Key questions will be discussed during such meetings.

Date: March 2023