



# OVERCHURCH INFANT SCHOOL

## Music Policy

<b>Approved by Full Governing Body</b>	
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Signed:	Headteacher
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## **Contents:**

### Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Early years foundation stage \(EYFS\)](#)
4. [National curriculum](#)
5. [Cross-curricular links](#)
6. [Teaching and learning](#)
7. [Planning](#)
8. [Assessment and reporting](#)
9. [Musical events and opportunities](#)
10. [Resources](#)
11. [Equal opportunities](#)
12. [Monitoring and review](#)

## **Statement of intent**

At Overchurch Infant School, we make music an enjoyable, rich and stimulating learning experience, by encouraging children to participate and perform in a range of musical experiences

As musicians, children experience music during early development that helps them learn sounds, meanings of words and vocabulary.

We aim to build confidence, nurture and encourage musical development as children develop their musical skills and potential alongside developing a life-long love and appreciation of different forms of music.

Through the teaching of music, Overchurch Infant School aims to:

- 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 use our voices.
- Create and compose music on our own and alongside our peers.
- Have the opportunities to learn a musical instrument, use technology properly and 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.

## **1. Legal framework**

1.1. This policy has due regard to statutory guidance, including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: music programmes of study'
- DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Roles and responsibilities**

2.1. The music subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all year groups.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

2.2. The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the music subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the music subject leader or a member of the senior leadership team (SLT).

- Undertaking any training that is necessary in order to effectively teach the subject.

### **3. Early years foundation stage (EYFS)**

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage' (2021).
- 3.2. The EYFS framework (2021) details the provision of music within the area of, 'Expressive Arts and Design' and states that children should:
  - explore, use and refine a variety of artistic effects to express their ideas and feelings
  - listen attentively, move to and talk about music, expressing their feelings and responses
  - sing in a group or on their own, increasingly matching the pitch and following the melody
  - explore and engage in music making and dance, performing solo or in groups.
- 3.3. All activities will adhere to the objectives set out in the framework.
- 3.4. In particular, music-based activities will be used to develop pupils' creativity and self-expression.

### **4. National curriculum**

- 4.1. All pupils within KS1 are taught music in line with the requirements of the national curriculum.
- 4.2. In KS1, pupils will 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 of music

### **5. Cross-curricular links**

- 5.1. Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

## 5.2. English

- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.

## 5.3. Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

## 5.4. Computing

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and musical apps.
- Pupils listen to music electronically and record compositions electronically.

## 5.5. Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

# 6. Teaching and learning

6.1. Music lessons are delivered once a week for KS1.

6.2. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

6.3. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.

6.4. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music

- Appreciating different forms of music
  - Listening to music, progressing to extended pieces of music as pupils move through year groups
  - Representing feelings and emotions through music
  - Recognising pulse and pitch
  - Using the voices of others to combine and make different sounds
  - How to compose music
- 6.5. The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:
- Setting tasks which can have a variety of responses, encompassing a range of teaching and learning styles.
  - Providing resources of differing complexity, according to the ability of the pupils.
  - Setting tasks of varying difficulty, depending on the ability group.
  - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

## **7. Planning**

- 7.1. The school creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:
- Long-term: includes the music topics studied in each term during the key stage
  - Medium-term: includes the details of work studied each half-term
  - Short-term: (included within the medium-term plans) details activities and vocabulary to be studied during each lesson
- 7.2. Medium-term and short-term plans for all year groups are provided through the on-line, 'Charanga' scheme of work.
- 7.3. The music subject leader is responsible for reviewing and updating long-term, medium-term and short-term plans, ensuring that these are available for staff to access on the shared drive, before the start of each new half term.

- 7.4. Teachers are responsible for reviewing the, 'Charanga' short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 7.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 7.6. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.7. Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1', published in 2013.
- 7.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 7.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 7.10. Long-term planning will be used to outline the units to be taught within each year group.
- 7.11. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlight the opportunities for assessment.
- 7.12. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.13. Medium-term plans will be mapped out and followed sequentially, to ensure progression across year groups.
- 7.14. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 7.15. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **8. Assessment and reporting**

- 8.1. Pupils will be assessed and their progression recorded in line with the school's assessment policy.
- 8.2. Pupils aged between two and three will be assessed in accordance with the 'Statutory Framework for the Early years Foundation Stage', in order to identify pupils' strengths and identify areas where progress is less than expected.
- 8.3. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory Framework for the Early Years Foundation Stage'.



- 8.4. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 8.5. At the end of a sequence of lessons within a half term, children's learning will be assessed in the form of an informal quiz. The children's quiz scores will then be recorded in order to gauge whether the children have achieved the key learning objectives of the unit of work.
- 8.6. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Recording work and evaluating this against the learning objectives
  - Pupils' self-evaluation of their work
  - Classroom based, 'quick quizzes'
- 8.7. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of music and inform their immediate lesson planning.
- 8.8. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology and musical skills.
- 8.9. The progress of pupils with SEND will be monitored by the SENCO.

## **9. Musical events and opportunities**

- 9.1. All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.
- 9.2. The school choir meets on a weekly basis to allow pupils to enjoy singing together. The school choir also performs in public on a number of occasions throughout the year.
- 9.3. Each term, the school also offers a group of Year 2 children the opportunity to learn to play the descant recorder and enjoy playing music in an ensemble.
- 9.4. The school will provide an appropriate space and equipment for pupils to practice their instruments safely.
- 9.5. The following opportunities are available:
  - School choir
  - Tuition to play the descant recorder

## **10. Resources**

- 10.1. The music subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.
- 10.2. The school library contains an array of books to support pupils' research.
- 10.3. Resources that are not required on a daily basis, and those in relation to key whole-school topics, will be stored in the store room.
- 10.4. Musical equipment and resources will be easily accessible to pupils during lessons.
- 10.5. The music subject leader will undertake an audit of musical equipment and resources on an annual basis.

## **11. Equal opportunities**

- 11.1. All pupils will have equal access to the music curriculum.
- 11.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.
- 11.3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 11.4. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used

## **12. Monitoring and review**

- 12.1. This policy will be reviewed on an annual basis by the subject leader.
- 12.2. The music subject leader will monitor teaching and learning in the subject at Overchurch Infant School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 12.3. Any changes made to this policy will be communicated to all teaching staff.