



Whitestone Infant School



'Hand in Hand we Learn'

Music Policy

November 2021

NAMED PERSONS RESPONSIBLE AT WHITESTONE		
POSITION	NAME	SIGNATURE
Music Leader	K. Gamblin	
Headteacher	N. A. Green	
Link Governor	C. Atkins	

This Policy was ratified on: _____

Date of next review: Autumn 2025

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

School Aims

At Whitestone Infant School we strive to create an atmosphere that is happy, caring and challenging. We want every child to feel they belong here and to feel safe and secure. We believe in the importance of developing the whole child through offering a broad, balanced and creative curriculum where both individuality and team-work are valued. We will help our children to begin to develop learning skills that will last a lifetime, so that they can make their best contribution to the community and society.

Our school motto 'Hand in Hand we learn' clearly shows our school ethos of working as a community in order to ensure our children reach their potential of learning.

Whitestone school's 'high 5' key values are:

- Respect
- Caring
- Honesty
- Forgiveness
- Aspiration

As part of our School Vision we want our children to be:

- Courteous
- Safe
- Happy
- Healthy
- Confident
- Independent
- Challenged
- Reaching their potential
- Content
- Friendly

Aims and Objectives for Music

The children are engaged in making and responding to music, and music teaching offers opportunities for them to:-

- develop their understanding and appreciation of a wide range of music, developing and extending their own interests and increasing their ability to make judgements of musical quality.
- acquire the knowledge, skills and understanding needed to make music.
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.
- perform, listen to, review and evaluate music across historical periods, genres and styles and traditions, including the works of the great composers and musicians.
- learn to sing and use their voices to create and compose music on their own and with others.

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- understand and explore how music is created, produced and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations.

Opportunities

We aim to give all children the opportunity to perform regularly. They also have opportunities to develop appraisal and acquire musical skills through:

- Harvest, Christmas and Easter celebrations in church.
- A leaver concert for Year 2.
- Develop singing and musical skills using the Charanga scheme delivered.
- Watching or taking part in performances by children learning to play musical instruments.
- Learning to play an instrument. Currently we offer tuition for guitar and keyboard offered by J.A.M. music. We also offer learning the ukuleles in year two as a whole class tuition, through the Up Beat Programme facilitated by Warwickshire County Music service. Reception children also take part in weekly class sessions called 'Big Music for Little People'. Once again this is facilitated by Warwickshire Music service.
- Listen to a wide range of music from different eras and composers. Each week there is a different focus in assemblies (taken from the New Model Music Curriculum appendices, DFE, March 2021) as well as in topic work in each classroom.

Visitors and visits

We aim to give all children the opportunity to appreciate music through listening to others perform, including response to music through dance taught by a specialist teacher as well as inclusion of music from many cultures and genres.

Visits are encouraged from local schools and choirs, bands and individual performers.

Specialist teachers visit to deliver music lessons to small groups of children who wish to pay for this service.

Whitestone Infant School has links to Chetwynd to see performances by their children. This is reciprocated with our children performing for past pupils as well as pre-school children from Stepping Stones.

Our school seeks to perform to the wider community too, for example performing for the local 'Carer's Café' group.

Teaching and Learning

At Whitestone School, we deliver the National curriculum statutory requirements for music.

Reception children follow the non-statutory 'Birth to 5 Matters' document. These both allow flexibility in approaches to teaching so that Teaching and Learning can focus on the basic skills required to develop musical ability. A long term plan for music outlines the skills required for each year group to ensure coverage of the curriculum. The children are taught in a cross curricular context and music is linked to many other subjects and topic based work.

EYFS

In Reception the children are given opportunities to develop the following:-

- enjoy dancing and ring games.
- move rhythmically and imitate movement in response to music.
- tap out simple repeated rhythms.
- explore and learn how sounds can be changed and explore the different sounds of instruments.
- build a repertoire of songs and dances.

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The children are taught to:-

- Use their voices expressively and creatively by singing 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.

Planning for music

The foundation for curricular planning is the School Improvement Plan, developed through a process of collaboration between staff, and approved by governors. Schemes of work for Music are developed by the music leader in line with the National Curriculum, Birth to 5 Matters non-statutory guidance, the New Model Music Curriculum document, as well the Charanga music scheme, in consultation with other staff. There is a long term plan for music provision in school and each year group has a medium and short term planning that highlight the skills being taught in more detail. These are monitored by the subject leader.

Resources

Resources are centrally stored in one of the mobile classrooms to create a permanent base for lessons. These resources include a variety of percussion both tuned and un-tuned instruments. There are a number of 'productions' available to each year group for Christmas or other occasions. There are resources for teaching music provided by the Charanga scheme of work.

Information and Communication Technology

Information and communication Technology is a resource which is used in Music for

- Recording
- Composition and performance using specialist software

Special Educational Needs

The school strives to enable all pupils to reach their full potential. Staff will plan for those needing extra support where needed. Planning is linked to the appropriate IEP and cross referenced to plans. The pupils are supported by teachers, teaching assistants and outside agencies.

More Able Children

The school encourages children to extend their work where appropriate in order to reach their full potential. The class teacher, in conjunction with the Assessment leader and Year group leaders, makes the identification of children with these needs. It is recognised that such needs may be in all or in one specific area of learning. Targets can be set for these children, and work will be differentiated by task or by outcome, in order to provide challenges to match the child's ability and experience.

Equal Opportunities

The Policy reflects the school policy on equal opportunities where all children, irrespective of religion, age, gender, ethnicity, language, gender identity, sexual orientation or disability have an equal entitlement to receive a quality of education, covering the full extent of the curriculum.

Cross Curricular Links

ICT and on line safety

Teachers should use their judgement about when ICT tools should be used to enhance children's learning.

Spoken Language

Throughout Whitestone School, the children are encouraged to express opinions, speak clearly and communicate with others in a range of situations. Children have the opportunity to take part in role-play and drama, school assemblies and concerts, and small group and whole class discussions. Throughout music teaching all children are encouraged to speak and listen in lessons expressing their own opinions and listening to those of others.

Monitoring and Evaluation

The effectiveness of this policy will be based upon the following criteria:

- Classroom observations and work trawls by Headteacher and/or subject leader
- Policy and practice review
- L.I.P matrix policy review
- Named governor
- Reports to governors

Bibliography

National Curriculum for English (Key Stages 1 – 2)	DFE	2013
Birth to 5 Matters	Early Years Coalition	2021
The New Model Music Curriculum	DFE	2021
Charanga	Charanga Ltd	2016