Hasland Infant and Nursery School

Music Policy

'Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school' Model Music Curriculum (March 2021)

Intent

At Hasland Infant and Nursery School, children are taught how to listen, review, and evaluate music and
in turn develop a life-long love and appreciation of music. As musicians, children will develop listening skills, aural discrimination, sequencing, and memory through their music sessions. We promote enjoyment and appreciation of music by listening to a wide range of music from different historical periods, genres, cultures, and times. Children are taught the names of some great composers and musicians and given the opportunity to express their response to what they hear. Through these musical experiences children are encouraged to achieve their potential and develop confidence to express themselves as musicians.

Children in the Early Years will access carefully planned play activities, both inside and out, which will allow them to be creative, to explore and experiment with sounds, beat and rhythm. Teaching sessions will encourage class work and group work which will include singing and an introduction to the development of musical skills. Nursery and Reception children will follow a progressive curriculum, with teaching sessions becoming more formal in Key Stage 1. By exploring music in this supportive environment, children are given opportunities to thrive creatively, socially and emotionally.

All children in Key Stage 1 will be given the opportunity to participate in stimulating lessons that are holistic, develop co-operative working to encourage them to behave as musicians. Working together as musicians helps children develop a sense of belonging and appreciation for the contributions of others. As musicians, they will have the opportunity to play untuned and tuned instruments and learn that singing has health benefits. They will create their own musical ideas by using their voices, body percussion and instruments whilst utilising technology appropriately throughout lessons.

Children will be encouraged to develop an understanding of music by exploring how music is created, produced, and communicated through inter-related dimensions such as *pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, and appropriate musical notations.* They will be taught to

- develop the ability to control sounds through singing, creating rhythms and playing musical instruments *(performing)*
- be encouraged to create and develop musical ideas on their own and with others *(composing)*

- develop the ability to respond to music *(appraising)*

Through an aspirational and inclusive music curriculum, children's self-esteem and creativity will be developed. Musical talent and ability will be encouraged and identified by class teachers and provision will be encouraged via home school links through the Derbyshire Music Hub. Our music curriculum aims to ensure that every child can thrive and belong through meaningful participation in music.

Implementation

Music is fundamentally a practical subject that should involve children in first-hand experiences. We use the Kapow Music Scheme to deliver our music curriculum across school. We use a range of activities that integrate the four elements of *singing, listening, composing, and performing* music. Most of our lessons are class lessons, but within these children work in groups, in pairs and individually, as appropriate.

- Singing is given high priority in music making. It takes place daily in some form – from assemblies, to weekly singing practices, year group singing sessions and as part of learning in class, across the curriculum.
- Class 'Do you remember when..' Books can document the children as musicians in pictures to go alongside any recordings made. Photographs are also shared with parents on parent hub.
- Key Knowledge Prompts are used within each year group to revisit and review learning. They include the key knowledge, vocabulary and musical concepts taught each half term. Photographs and recordings document the children's learning and musical experiences, and these are shared with parents via Parent Hub.

Music curriculum planning

At Hasland Infant School we follow the Kapow Music Scheme. The scheme meets the statutory requirements for Music outlined in the **National curriculum (2014**) and follows the principles outlined in the non-statutory **Ofsted Research review series: Music and HM Government's National Plan for Music** which explains how to build on the **Department for Educations Model Music Curriculum (2021**) to deliver high quality music in schools. It is ideal for specialist and non-specialist teachers and provides clear progression through engaging and exciting whiteboard resources that support every lesson.
The aims of the National curriculum are supported through five strands that run throughout the scheme of work.

1. **Listening and evaluating**
2. **Creating Sound**
3. **Notation**
4. **Improvising and composing**
5. **Performing - singing and playing**

The interrelated dimensions of music *(pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and appropriate musical notations)* often known as the building blocks of music weave through each of the 5 strands

Foundation Stage

In EYFS our children work towards the Early Learning Goals for Expressive Art and Design as set out in the Early Years Foundation Stage Framework.

Development Matters: Non-statutory Guidance for Early Years Foundation Stage(2020) states:

'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.'

For the Early Years Foundation Stage the Kapow scheme of music outlines the Development Matters statements or Early Learning Goals covered by each unit. The progression of skills is developed through different elements of music making and are explored both indoors and outdoors as part of the EYFS curriculum.
Carefully planned learning experiences, opportunities and activities promote the children's understanding and competence with:

- **Listening and responding** – children will say how music makes them feel and what they can 'see' when listening to music
- **Singing** - learning a whole song and responding with clapping and dance, showing enjoyment, and singing words clearly so they can be heard
- **Playing** - making sounds/beat/rhythms on untuned percussion instruments or using body percussion. Finding the beat in different ways e.g. by marching, tapping knees etc.
- **Improvisation** – creating actions and movements to music when singing and investigating how sounds can be made and changed
- **Composition** - children create own compositions using range of instruments
- **Performance** - singing to a backing track and performing in front of an audience

Key Stage 1

As with the foundation Stage, skills are built onto prior learning. The progression of skills for Year 1 are

- **Listen and Appraise** – children will say how music makes them feel and enjoy moving to it
- **Games** - embedding pulse, rhythm, and pitch
- **Singing** - learning about voices and singing notes of different pitches, making different sounds with their voices, and following a leader
- **Playing** - learning to treat instruments carefully and with respect; playing a tuned instrument that matches their musical challenge and listening to/following instructions from a leader
- **Improvisation** - listening and using clapping, voices, and instruments to sing/play own answer using one or two notes
- **Composition** - helping to create a simple melody using one, two or three notes on the glockenspiel and learning how notes can be written down and changed if necessary
- **Performance** - choosing a song to perform, add own ideas and say how they felt about it

Year 2 Children will build on the skills gained in Year 1 and extend their learning by

- **Listen and Appraise** - learning how songs from different eras (See Appendix III) can tell a story
- **Games** - embedding all the interrelated dimensions of music
- **Singing** - learning to find a comfortable singing position
- **Playing** - playing the part in time with a steady beat
- **Improvisation** - working with a partner and taking turns to improvise using 1 or 2 notes
- **Composing** - using 1, 3 or 5 notes on the glockenspiel
- **Performance** - discussing performance with peers

SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed 'SEND in My Subject' documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

EAL

At Hasland Infant School we recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

Resources

There are sufficient resources for teaching units in the school. There is a central store cupboard of musical instruments in the corridor outside class 6, which is available to all staff members. Additionally, children may make their own percussion instruments for activities. In addition, there are a variety of songs taught to the children as part of singing sessions. These can be used in the classroom as well as for concerts, assemblies, listening and appreciation and to support topics.

Health and Safety

Children are always encouraged to use instruments carefully and safely. An instrument, which is blown should have the mouthpiece cleaned after each child has used it.

Links with the Community

We believe that music enriches the lives of people, and so all children are involved in musical performances at various points during their time in our infant school. Each year, the Foundation stage children take part in Christmas Nativity concerts in school, to which parents are invited; Year 1 and 2 children take part in similar activities in the hall or local church. In addition to this, the year 2 children perform and sing to parents in a Leavers' Concert in the summer, the aim being to enable all children to enjoy singing and performing together in front of an audience. Year 2 children will also

have an opportunity to join a school choir, which performs in school and at other local events throughout the school year. Events have included singing at the Harvest Assembly; performing at the Christmas and Summer Fairs in school; visiting a local care home to sing seasonal songs.

The role of the Subject Leader

The Music Subject Leader provides a strategic lead and direction for the subject in school and is responsible for the standard of children's work and for the quality of teaching in music. The role involves supporting colleagues in the teaching of music, supporting planning for each year group based on the Kapow music scheme, and monitoring the impact of lessons through learning walks and discussions with staff and children. In addition, creating the subject action plan gives an overview and underpins our vision for the year ahead.

Impact

'Music is our daily medicine which aids far better communication with others and ourselves.'
(Evelyn Glennie OBE, percussionist.)

Music is a crucial part of the curriculum at Hasland Infant and Nursery School as it "*… has a power of forming the character and should therefore be introduced into the education of the young".*
(Aristotle). We have reviewed our practice and implement the Kapow music scheme in School to ensure that skills are developed, revisited, and embedded throughout every year group and each term's lessons work through each of the key musical concepts. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses, through listening. The instrumental work is adapted allowing children to move through the relevant parts as they need to. This integrated approach to musical learning means that the whole musical experience is important, as children are learning music through these activities.

Music has the power to change lives by promoting wellbeing, broadening communication skills and building stronger communities. Through music, children develop the confidence to achieve, experience a sense of belonging through shared musical experiences, and are given opportunities to thrive both creatively and personally. It will also promote

- spiritual development by developing children's awareness of the power of music and helping children use music to express and reflect on their own thoughts and feelings
- moral development through helping children make choices and decisions so that they are part of the creative process, and by valuing and evaluating their own and others' work
- social development through helping children share music-making and develop a sense of social cohesion. Also, by recognising the value of different contributions and the need for a variety of roles in group performances and realizing their own responsibility to support and enrich the work of others
- cultural development through helping children recognise how music influences and reflects the way people think and feel, relating music to the time and place in which it was created and performed, and through evaluating and reflecting on music from contrasting traditions and identifying how and why some aspects change or stay the same.

Teachers will assess, monitor, and review children's work by making informal judgements which will inform planning accordingly. Teachers will use the Foundation assessment booklet to highlight whether children are on track to meet the end of Key Stage One National curriculum objectives. The Subject Leader will be a key part of monitoring provision and progress.