



Kenmore Park Infant & Nursery School



Music Curriculum Policy

Signed: Mrs. Y. Silvestro - Music Co-ordinator

Date: September 2017

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Next review: Summer 2020.



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1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. (**Article 30 – Children have the right to practice their own culture, language and religion – or any they choose. Minority and indigenous groups need special protection of this right.**) We provide opportunities for all children to create, play, perform and enjoy music to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music. (**Article 29 – Children’s education should help them use and develop their talents and abilities. It should also help** children to: use their voices expressively **children learn to live peacefully, protect the environment and respect other people.**)

1.2 The aims of music teaching are to enable

- and creatively by singing songs and speaking chants and rhymes; (**Article 13 – Children have the right to find out things and share what they think with others, by talking, writing, drawing or in any other way unless it harms or offends other people.**)
- play tuned and un-tuned 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 interrelated dimensions of music (*pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture & structure*);
- know how music is influenced by time, place and purpose for which it was written. (Article 17 – Children have the right to get information that is important to their well-being, from radio, newspaper, books, computer and other sources. Adults should make sure that the information that they are getting is not harmful, and help them find and understand the information they need.)

2 Teaching and learning style

2.1 At Kenmore Park Infant & Nursery School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. (**Article 28 – Children have the right to a good quality education. Children should be encouraged to go to school to the highest level they can.**) Our teaching focuses on developing the children’s ability to sing in tune and with other people. Through singing songs children learn about the structure and organisation of music. As children get older we expect them to maintain their

concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them the beginnings of how to compose music.

2.2 We recognise that there are children with widely different musical abilities in all classes (**Article 2 - All children have rights no matter who they are**) so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks), however they have the opportunity to do so;
- providing resources of different complexity that are matched to the ability of the child;
- grouping children in such a way that they will improve their performance by being part of that group.

3 Additional Music Teaching

3.1 Children are offered the opportunity to study a musical instrument with a peripatetic teacher. Peripatetic teaching is organised by the Harrow Music Service and this school has chosen to participate in the programme. Parents who wish their children to participate in the scheme need to purchase or hire the instrument. These lessons are taught in small groups during the school day. Children are withdrawn from normal lessons for the duration of the instrumental lesson. This is in addition to the normal music teaching of the school.

3.2 All children in Year 2 have the opportunity to learn how to play a musical instrument (recorders, African drums, etc). These lessons are taught by the Harrow Music Service and are taught as a whole class, once a week. The instruments are either purchased by the school or are on loan to the school from the Harrow Music Service.

4 Music Curriculum Planning

Key Stage 1

4.1 Our school uses the Music Express Scheme of Work as the basis for its curriculum planning. We have adopted the scheme so that the topics that the children study in Music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme means that the children are increasingly challenged as they move through the school. Through this programme of study, we teach the knowledge, skills, processes, and understanding of music set out in the National Curriculum.

4.2 We carry out the curriculum planning in music in three phases (long term, medium term, short term). The long term plan maps the music topics studied in each term during the key stage. The music-co-ordinator works this out in conjunction with year group leaders as the topics are linked to other areas of the curriculum where possible.

4.3 The medium term plans give details of each unit of work for each half-term.

4.4 The class teacher uses and adapts the daily lesson plans which list the specific learning objective for each lesson.

4.5 Early Years Foundation Stage

We teach Music in Reception and Nursery classes as an integral part of the topic work covered during the year. Music Express for the Early Years Foundation Stage focuses on the EYFS Areas of Learning. Music contributes to the child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increases the understanding of the world. Music is a form of expression and helps the children to express themselves, creatively and imaginatively.

5 The contribution of Music to teaching in other curriculum areas

5.1 English

Music contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussions and creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Our drama productions incorporate singing, dancing and instrumental activities.

5.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

5.3 Computing

Children use Computing in music where appropriate. In EYFS and KS1, Espresso and 2Simple 2Music offer listening and discriminating and composition activities.

5.4 Science

Links are made with Science in aiding investigation into sound and materials.

5.5 Personal, social and health education (PSHE), Rights Respecting, Global Citizenship

Music makes a significant contribution to the teaching of PSHE, Rights Respecting and global citizenship as children learn to work together in a collaborative manner. Through the common goal of music making children learn to work effectively with other people and to build up good relationships and respect each other's rights as outlined by the UNCRC. Music is the basis of many social activities and has an important role to play in the personal development of young people. It has a vital role to play in building self-confidence. Participation in successful musical performances is sometimes one of the most memorable things young people do at school.

5.6 Spiritual, moral, social and cultural development.

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at KPINS have the opportunity to encounter music from many cultures (**Article 30 – Children have the right to practice their own culture, language and religion.**) Outside agencies are invited into the school to broaden the children's musical experiences and through their growing knowledge and understanding of music, they develop more positive attitudes towards other cultures and societies.

6 Teaching Music to children with special needs

6.1 At Kenmore Park Infant & Nursery School we teach music to all children, across all abilities, and including those who have English as an additional language. (**Article 23 – Children have the right to special education and care if they have a disability, as well as all the rights in the Convention, so that they can live a full life.**) Music forms part of our school curriculum policy to provide a broad and balanced education for all our pupils. Every Child Matters in all ways. We provide learning opportunities that are matched to the needs of children with learning and language difficulties.

In some instances, music has a considerable impact on the quality of work that children produce by increasing their confidence and motivation. When planning work in music, we take into account the targets in the children's Individual Education Plans (IEPs).

7 Assessment and recording

7.1 Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher comments as necessary. At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the targets set recording these attainment levels in the pupil profiles. We use this as the basis for assessing the progress of the children and to pass information on to the next teacher at the end of the year.

7.2 The Music co-ordinator keeps samples of the children's work using audio/video tapes and photographs which demonstrate the level of achievement in music in the school. Children use recording equipment to record, self-assess, evaluate and improve their work.

8 Musical Resources

There are sufficient resources for teaching music units in the school. We keep resources for music in a central store and there is a box of instruments for each year group. The Music Co-ordinator is in the process of purchasing music instrument boxes for each class. The EYFS has outdoor musical stands/boxes to enable children to access musical instruments in the outdoor learning environment as well as percussion instruments in the classroom to explore the different sounds.

9 The school musical events

We believe that music enriches the lives of people and so wish to involve as many children as possible in musical activities. Every child in the school is involved in a whole school Christmas production at the end of the Autumn Term. A Festival of Christmas Carols and Songs is also held at the end of the Autumn Term and people from the local community are invited. Children in Year 2 perform a Musical Production at the end of the Summer Term. The Children sing together every other week. Recitals are given by children in the Infant School who learn to play an instrument. Music plays a part in Year Group and Class Assemblies. (**Article 31 – Children have the right to play and rest.**) An after school Carol Singing Club is held during the Autumn term. (**Article 15 – Children have the right to choose their own friends and join or set up groups, as long as it isn't harmful to others.**) Music workshops are organised during the Spring Term to enrich the children's learning. Year groups are encouraged to participate in any out of school musical festivals and/or workshops.

10 Monitoring and review

The monitoring of the standards of the children's work is the responsibility of the Music co-ordinator. She also supports colleagues in the teaching of Music and provides a strategic lead and direction for the subject in the school. The head teacher receives an annual summary report which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The co-ordinator has some allocated time for visiting classes to observe / assist the teaching of Music and to interview pupils.

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