



Kingmoor Nursery & Infant School

Music Policy (Sept 2023)

Intent

Music is a powerful and unique way of communicating that can inspire and motivate children; it transcends different cultures, abilities and generations. It is a vehicle for personal expression and it plays an important part in personal development which can change the way pupils feel, think and act. Listening to, and making music, fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

The teaching and learning of music enables children to better understand the world they inhabit. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. Additionally, it plays an important part in helping children to feel part of a community and through singing and performing together in school assemblies and performances, this sense of belonging grows. 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 through activities involving singing, performing, composing and listening.

Through an engaging and enjoyable curriculum, our aim is for all children to:

- Be motivated to enjoy and succeed in music;
- Explore how sounds are made by our voices and a variety of instruments;
- Learn to sing pleasantly in tune and know a wide repertoire of songs;
- Have experience of instrumental playing and develop a variety of skills;
- Develop social skills through co-operation with others in the shared experience of music making;
- Enjoy and appreciate a wide variety of music, from different genres, cultures and traditions;
- Develop imagination and creativity;
- Develop musical skills and concepts through listening, appraising, performing and composing;
- Become life-long lovers of music.

“Where words fail, music speaks.” Hans Christian Anderson

Implementation

Music is taught weekly by teachers to whole classes, with opportunities for pupils to work in small or large groups, in pairs or individually. Teachers use a variety of teaching and learning styles in music lessons including modelling, demonstrating and exploration. Children have the opportunity to use and listen to a wide range of instruments in lessons, through both recorded and live performances.

The music curriculum is taught based on CUSP planning (KS1) and through the ‘Charanga Music School’ scheme of work (EYFS) which allows all children to access a wide range of musical genres, concepts and experiences. In KS1, pupils engage with the CUSP curriculum which provides teachers with week-by-week lesson support, a vocabulary focus and assessment aides for Years 1 and 2. In Reception, the ‘Charanga Musical School – Original Scheme’ is used which provides the same support. The lessons are sequential, cohesive and our progressive curriculum allows learners to build upon their knowledge and further develop their skills year upon year. With the support of the subject leader, teachers are encouraged to enhance the curriculum using varied, high-quality resources to best support the individual needs of the pupils in their class. Our curriculum supports all the requirements of the National Curriculum and is in line with published OFSTED guidance. Further to this, the KS1 scheme being used, is in line with the new non-statutory guidance for music.

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We believe singing lies at the heart of a good music education, therefore our teaching and extra-curricular activities focus on developing pupils’ ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. During our weekly singing assemblies, KS1 pupils learn a wide repertoire of music and begin to appreciate creating a sound as a choir. We



also provide Year 2 children with the opportunity to join a choir (an afterschool club), which further enables pupils to refine their singing technique and to join in with others in the shared experience of music making. Our commitment and passion for singing is shared with Kingmoor Junior School and we have united to jointly subscribe to 'Sing Up' so as to ensure consistency and an engaging, challenging yet fun repertoire of songs for pupils to learn, perform and enjoy from Nursery to Year 6!

Progression

Early Years

Music in the foundation stage permeates all areas of the Early Years Foundation Stage (EYFS) curriculum. While EYFS teachers use the 'Charanga Musical School – Original Scheme' to introduce and teach set knowledge, music in the early years is also largely spontaneous in response to each child's needs and interests. Children are encouraged to explore, create, listen and respond to a variety of sounds indoors and outdoors. They are introduced to a variety of tuned and untuned percussion instruments, exploring simple rhythms and how sounds can be changed. In the provision, pupils could use and create their own instruments, perhaps using these on the outdoor stage or improvising in response to a story or piece of music they have listened to. They experiment with different ways of using their voices, for example speaking, singing, whispering and chanting. Throughout the year, pupils participate in action songs, nursery rhymes and singing games to develop their musical skills while also listening to a variety of pieces of music from various genres, cultures and points in history. They also have various performance opportunities, including singing, dancing and performing in the Christmas play.

Key Stage 1

During KS1, children build upon their experiences in EYFS and develop their musical knowledge through singing, performing, composing, listening and appraising. They develop their understanding of the interrelated dimensions of music (pitch, pulse/ beat, rhythm, timbre, tempo, texture and dynamics) and broaden their vocabulary as they learn to describe these musical elements using increasingly complex and subject specific vocabulary. Children learn to sing in tune (within a limited pitch range) as they learn more songs and chants from memory. They develop their understanding of a conductor and begin to respond to simple performance directions for dynamics (loud/quiet) and tempo (fast/slow). Children use tuned and untuned percussion instruments to explore how sounds and silence can create different effects and they learn how to control sounds made with their voices and instruments. Additionally, pupils begin to learn the glockenspiel and ukulele where they also begin to recognise and use more formal methods of musical notation. Throughout KS1, pupils enjoy further opportunities to perform to their peers, families and audiences.

More detailed information on musical progression from Reception to Year 2 can be found in the Music Progression Overview document which also outlines vocabulary progression and consolidation.

Extra-Curricular Activities

All Year 2 pupils at Kingmoor Nursery and Infant school, regardless of background or previous musical ability, are offered the opportunity to join the choir, led by the music subject leader. They learn to sing in tune with good posture and clear diction. Through regularly practising a varied repertoire, pupils learn to perform songs with confidence to an audience using expression and responding to a conductor's cues and visual symbols to change dynamics, pitch or tempo to create an effect.

The choir work towards an annual performance at 'The Big Sing for Mini Singers', held at The Sage Gateshead in Summer the summer term. An event which is highly anticipated by staff, pupils and parents alike!

Resources

Teachers and pupils have access to a wide selection of tuned and untuned percussion instruments; for KS1 these are stored centrally and kept in the music room, for EYFS these are in the Rainbow Room as well as throughout the indoor and outdoor provision. Additionally, KS1 have a set of 30 ukuleles which are stored in the Nursery corridor for instrumental lessons. All resources are easily accessed and the trolleys can be moved around the school to ensure all classes have equal access to the instruments. The school also has an upright piano, CD player, CDs (of various genres), laptops, a projector, sound system, portable speakers and microphones. Teachers can take their class into the hall for music lessons to use any of these resources should they wish.



The school has subscriptions to 'CUSP', 'Charanga Musical School' and 'Sing Up' and every member of the teaching Staff has access to these online resources. All classes have an interactive board, laptop and speakers which are used in conjunction with these to ensure high-quality music teaching.

iPads are also available for both children and teachers to use to record and evaluate work.

Assessment

Children demonstrate their ability in music in a variety of different ways. Assessment is ongoing and evidence for recording and reporting purposes is gained formatively through teacher observation. Tapestry is used throughout school to make and record assessments, as well as to monitor pupil progress. This is shared with other staff for moderation and used to identify next steps.

In KS1, children are assessed against the following National Curriculum Objectives:

- Pupils can 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.

In Early Years, teachers use 'Development Matters' and the EYFS profile objectives for Expressive Arts and Design. At the end of Reception, children are assessed against each Early Learning Goal (ELG) and will be either meeting the level of development expected at the end of the EYFS (expected), or not yet reaching this level (emerging).

Pupils, in both KS1 and EYFS, are also encouraged to make judgements about their own work, as well as to evaluate that of their peers. They are supported to think about the strengths of their work/performances and to begin identifying improvements and next steps.

Inclusion

(Our approach to the curriculum and how we are complying with our duties in the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#) about making the curriculum accessible for those with disabilities or special educational needs.)

The following principles inform and guide our policy and practice:

- Meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a school
- It is the responsibility of KNIS to enable all children to access and make progress via the curriculum
- "Equal opportunities" is not the same as "Equal provision" and we adapt provision to ensure it meets the needs of our learners.
- We aim to provide a happy and secure environment where all members of our school community respect and value each other and themselves. We promote equality and the creation of an environment which champions respect for all.

What is good provision for a child with SEND is good for all children, i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically, using principles of Quality First Teaching and by embedding the school Learning Powers across the curriculum. We respond to children's diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments
- Using assistive technologies where appropriate
- Providing scaffolding to support children's learning.
- Modelling activities / tasks
- Paired and collaborative work that is rich in discussion and reflection
- Use of encouragement and praise to motivate and develop self-image and esteem.
- Using multi-sensory approaches
- Using visual cues to aid understanding
- Providing visual timetables to help with establishing routines
- Pre-teaching key vocabulary to provide a 'hook' into teaching



- Looking at alternative methods for recording work
- Using metacognitive approaches so that children learn how they learn best and develop a range of tools to support them in approaching their work independently and confidently
- Developing motivation and concentration through a stimulating curriculum
- Using appropriate assessments to enable children to demonstrate what they can do, have learned and secure next steps in learning
- Setting targets for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.
- Working closely with parents/carers to gain a thorough understanding of every child's needs.

Staff Well-Being

As an employer we are committed to caring for staff emotional well-being and mental health. When you're caring for the emotional wellbeing of others, it's easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too. The high demands on teachers have been shown to result in stress among teachers. Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils.

This policy has been written using guidance from:

Ways to reduce workload in your school(s) Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019 DFE.

Monitoring and Review

The coordination, planning and quality of the music curriculum are the responsibility of the subject leader, who also:

- Supports colleagues by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- Provides music CPD to members of the teaching staff;
- Leads extra-curricular music activities;
- Ensures coverage, continuity and progression in planning;
- Discusses progress with the headteacher and evaluates the strengths and weaknesses in music, indicating areas for further improvement;
- Uses specially allocated subject leader time to review evidence and standard of the children's work;
- Observes and team teaches music lessons alongside class teachers in order to provide constructive feedback, highlighting positive areas and areas for development.

This policy is developed and reviewed by the music subject leader, Miss C Vaughan, in consultation with the staff and SLT from Kingmoor Nursery and Infant School.

This policy will be reviewed regularly, in line with school expectations.

