Holtsmere End Infant and Nursery School

Music Policy

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Signed:

Nicola O'Connell – Headteacher

Jane Bisseker – Chair of Governors

Music

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. – ***The Model Music curriculum March 2021***

Aims and purposes

Music teaching offers opportunities to:

- develop understanding and appreciation of a wide range of different kinds of music, developing and extending children's own interests and increasing their ability to make judgements about musical quality
- acquire the knowledge, skills and understanding needed to make music, e.g. community music-making, and where appropriate, to follow a music-related career
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work. Examples being: listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self confidence and sensitivity towards others (QCA Teacher's Guide for Music, 2000)

Organisation

Music-making comes in many forms. There are many enjoyable and valuable ways to get involved in music-making, and a wide variety of core skills to learn. These include:

- Singing
- Playing an instrument
- Rapping
- Beatboxing
- Reading music
- Writing lyrics
- Harmonising
- Organising and taking part in music events
- Improvising
- Performing
- Composing

Singing

Singing is an integral part of our music provision at Holtsmere End Infant and Nursery School. Singing encourages a child to express their emotions and sharpens their ability to communicate while exercising lip and tongue movement. But one of the biggest benefits of singing is the repeated use of the 'memory muscle'. Learning a piece of information attached to a tune embeds that information more rapidly in a child's mind. Most children learn the alphabet not by simply saying the letters but singing them.

As children get older the power of singing in their lives can still be extremely beneficial; singing can be a great teaching tool for children. It can be used as a creative and fun way to increase enjoyment and achievement in subject areas where children normally struggle. At particular times of year, time is allocated to music for rehearsals of key performances. Such productions are seen as an essential enrichment activity for all pupils, as well as excellent team building opportunities; everyone is encouraged to take part in some capacity.

We hold a singing assembly every Thursday and take part in any group singing initiatives led by Herts Music service. Herts Music Service endorse and provide at no extra cost a subscription to 'Sing up' which provides appropriate songs for topics and different times of the school year. Music and lyrics to display and share with the children are provided.

Curriculum

We are extremely fortunate to have Herts Music service provide some of music provision. During these sessions KS1 children can:

- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

In recent years children have had the opportunity to learn to play the ukulele, trombone, violins, bucket drums and use i-pads to create music.

Throughout curriculum topics the children have the opportunity to listen to music of a particular era or another country or culture.

As part of the 'model music curriculum' (March 2021) we have incorporated music from a wide range of cultures, eras and traditions. This is played at the beginning of each assembly during the week and revisited in classrooms. Children are given the opportunity to express their views about the pieces of music and if they can identify instruments used and similarities and differences to other pieces they have listened to.

Foundation Stage

The curriculum is organised on an annual basis to enhance topics being taught by the classes and following the requirements of the Early Years Curriculum. By the end of the Foundation Stage children should recognise and explore how sounds can be changed, sing simple songs and rhymes from memory, recognise repeated sounds and sound patterns and match movements to music.

Planning and Evaluation

Teachers use Get Set for Music. It provides a complete scheme of work and week-by-week lessons for each year group in the school. It is ideal for specialist and non-specialist teachers and provides **lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources for every lesson**. The Scheme supports all the requirements of the national curriculum and is absolutely in line with published Ofsted guidance.

Music is also planned, wherever possible, to enhance/reinforce the learning in other subjects. Evaluation is carried out on an ongoing basis and any necessary adjustments made in order to update planning for the next

cycle of teaching. Collaboration with colleagues allows for feedback, opportunities for relevant curriculum links and to plan end of term performances.

Assessment, recording and reporting

If a child is taking part in sessions led by a teacher from Herts Music Service there performance and progress will be assessed by them in collaboration with the class teacher. Teachers will also take into account children's participation and progress in timetabled weekly lessons too. Pupil progress is reported to parents in school reports.

The role of the Music Leader

- To liaise with Herts Music service to deliver music lessons throughout the school as timetabled reflecting need
- To support colleagues
- To plan pupil performances and musical events to enrich pupils' musical experiences
- To take responsibility for the purchase and deployment of central resources for music
- To keep self and other staff up to date with developments in music education by relevant reading, INSET, policy development and update
- To monitor and evaluate progress in music and take action to drive musical improvement in attainment and enjoyment across school
- To liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to music

Inclusion and differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to support staff and/or class teachers play an active part in music lessons to ensure all children can access the activities.

By providing a way for children and young people to express themselves, music-making can also develop emotional intelligence and wellbeing. Research shows that the physical act of singing can improve mood, increase relaxation and reduce physical and emotional stress.

The power and influence music has on children's self-esteem, communication and interaction are not underestimated at Holtsmere End Infant and Nursery School.

Resources

All resources are housed in the hall.

Health and safety

"When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

a) about hazards, risks and risk control

b) to recognize hazards, assess consequent risks and take steps to control the risks to

themselves and others

c) to use information to assess the immediate and cumulative risks

d) to manage their environments to ensure the health and safety of themselves and others

e) to explain the steps they take to control risks." (National Curriculum)

f), shared trombones and other instruments with mouthpieces are disinfected after use.

g) Children involved in setting out instruments are instructed how to handle them

safely

Enrichment

Music is valued at Holtsmere, therefore, children are actively encouraged throughout

school to take part in school musical activities such as assembly, singing club and key stage productions and assemblies

A variety of musicians and artists are invited to school to showcase music in its many forms such as Chinese New Year celebrations and African Drummers etc.

We value cultural diversity and understand how important it is that our curriculum reflects the multicultural society in which we live. Music provision is an ideal medium from which to explore and share different communities' musical involvement. We, therefore, ensure that children experience songs and musical instruments etc. from a variety of cultures and traditions from those of a more classical nature to 'popular' music today.

Musical Events across the school year:

- Nursery Christmas celebration
- Reception Christmas celebration
- Harvest Festival
- Year 1 play
- Year 2 end of year production

We hope that children leaving Holtsmere End Infant and Nursery School, having experienced a wealth of musical content, will have the skills and experiences enabling them to continue their music making journey and perhaps having ignited a spark and an interest in an instrument and/or musical genre as they had heard it at Holtsmere.