



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Music Policy 2023

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum aim is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community.

This bible verse above underpins our Christian vision. It tells us that every individual is created in God's image and so this leads us to conclude that everyone is precious and valuable. As a result of this we focus on treating everybody with respect and dignity because we acknowledge their God given value and unique identity.

To help us achieve our vision we concentrate on:

- Embracing the uniqueness of everybody and being inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet
- Embodying a Christian and spiritual community
- Being guided by our values of respect, kindness, perseverance, forgiveness, thankfulness and service

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

Statutory Requirements

Statutory requirements for the teaching and learning of music are laid out in the National Curriculum (2014)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

Early Years Framework (2023)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

EYFS

The requirements for music in the Early Years Foundation Stage (EYFS) are outlined in the EYFS framework. Expressive Arts and Design forms parts of the children's specific areas of learning and it characterised by the statement below:

“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.” (EY Framework P.10)

KS1

Statutory requirements for the teaching and learning of Music are laid out in the National Curriculum Document (2014) for KS1. Music is a foundation subject in the National Curriculum which states that:

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

During KS1 pupils are taught to:

- 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.

Intent

We want children to “engage with and enjoy music “by making sure every child has the opportunity to explore and play a variety of percussion instruments and have opportunities to sing in lessons, assemblies and in public performances. We intend that children develop descriptive language skills in music in order to talk about feelings, moods and narratives. We also teach technical vocabulary such as dynamics, pitch, beat and rhythm and encourage children to discuss music using these terms.

Implementation

Music lessons at Marlow C of E Infant School follow a detailed long-term plan with clear end points that children are expected to achieve. The children learn to listen to and comment on a range of music, play instruments, sing songs and work collaboratively in groups so that by Year 2 they are able to listen to each other's ideas and are prepared to hear their peers' feedback on their performances and adapt their work accordingly. The children learn common musical terms and their ability to use them in connection to a piece of music they are playing or listening to. Our music curriculum is planned coherently with the age of the children in mind and is delivered using the Kapow learning platform.

Reception

Music in Early years is taught every week from Autumn 2 and is delivered on a whole class basis by the class teacher. They explore a range of music connected to different cultures, explore sound, begin to learn how music can be used to convey mood and characters, learn how to move to a beat and express feelings through movement and begin to learn about the instruments in the orchestra.

Reception Progression document

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Reception						
Area of study		Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kavanza , and Christmas	Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	Musical Stories A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to cover moods or represent characters.	Music & Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
Key skills being used from NC		Listening, singing & Musicianship: rhythm/pulse/beat	Listening, singing & performing	Listening & Musicianship: Pitch/rhythm, sing & performing	Singing, listening, performing & musicianship: pitch/tempo/rhythm	Listening, singing, musicianship: beat/rhythm & performance
End points		Learned about music and instruments from another culture, particularly when related to the festivals of Diwali, Hanukkah, Kavanza & Christmas	Explored using voices to make a variety of sounds. Explored how to use our bodies to make sounds Explored the sounds of different instruments.	Listened to the lyrics and melody of the 'Teddy Bear's Picnic', Peter and the Wold and recall parts of the story & characters Moved to music following instructions and changing movements to match pitch, dynamic or tempo of the piece Spoken about how a piece of music makes you feel. Understood that music and instruments can be used to convey mood, characters or actions Used actions to retell a story to music Sung and perform a group song Experimented with the sounds of different instruments. Created a musical story based on a familiar routine Used instruments to represent mood or actions Played an instrument as part of a group story.	Understood why songs have actions Learnt some simple Makaton sings to accompany a song Explored beat through body movement Expressed feelings and emotions through movement to music Explored pitch and tempo through scarf dancing and body movement Performed actions songs to a small audience	Discussed what makes a musical instrument Used recyclable materials to create a simple representation of a musical instrument Learnt what an orchestra is Learnt about the four different groups of musical instruments Copied and follow a beat Followed a beat using an untuned instrument Experimented with playing tuned and untuned percussion instruments Played in time to familiar songs Chosen appropriate instruments to represent different parts of a song Performed a practised song to a small audience.
Children will have.....		Responded to music with movement related to festivals covered. Taken part in a traditional call and response song Taken part in a group song involving singing, voice sounds and playing instruments Sung and move to a Christmas song Suggested appropriate actions to match song lyrics	Identified sounds in the environment and differentiate between them. Used voices to imitate nature sounds			

Key Stage 1

As with Reception, Music in Key Stage 1 is taught on a whole class basis by the class teacher. Children in Years 1 and 2 build on the knowledge and skills they have learnt in Reception but they add additional skills to their growing confidence. Music in Key Stage 1 is taught once a week every other half term starting in Autumn 2 and taught using the Kapow learning platform.

In Year 1 the children build on skills from Early Years and develop their knowledge and musicality through topics such as: Pulse and Rhythm (Theme: All about me), Timbre and rhythmic patterns (theme: Fairy Tales) and Pitch and Tempo (Theme: Superheroes).

Year 1 Progression document

Year 1			
	Autumn II	Spring II	Summer II
Area of Study	Pulse & Rhythm (Theme: All about me) Children learn to identify the difference between pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Timbre and rhythmic patterns (Theme: Fairy tales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moment in a story. They explore clapping along to syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	Pitch and Tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.
Key Skills being used from NC	Singing, Listening & performing, Musicianship: pulse and rhythm	Singing/chanting, Listening, Musicianship: timbre/rhythm/pulse, Composition	Musicianship: pitch/tempo, Composition, Listening, Performing
End points	Used my voice and hands to make music Clapped the rhythm of their names and word patterns Clapped and play in time to the music	Used voices expressively to speak and chant Selected suitable instrumental sounds to represent a character Composed and play a rhythm	Understood the concept of pitch Created a pattern using 2 pitches Understood the concept of tempo
Children will have.....	Played simple rhythms on an instrument Listened to and repeat short rhythmic patterns Understood the difference between pulse and rhythm	Recognised how timbre is used to represent characters in a piece of music Kept the pulse using untuned instruments	Created a superhero theme tune Performed confidently as part of a group

In Year 2, there is a further progression of skills and confidence with music. New skills are acquired alongside a development of knowledge building on lessons from Early Years and Year 1. As with Year 1 Music in Year 2 is taught every other half term starting in Autumn 2. The children will learn West African Call and Response (theme: animals), Orchestral Instruments (Theme: traditional Western Stories) and Myths and Legends; where the children develop musical language and how timbre, dynamics and tempo affect the mood of a song.

Year 2 Progression Document

Year 2			
	Autumn II	Spring II	Summer II
Area of Study	West African call and response song (Theme: Animals) Using instruments to represent animals, copy rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to create call and response rhythms	Orchestral Instruments (Theme: Traditional Western Stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.	Myths and Legends Developing understanding of musical language and how timbre, dynamics and tempo affect a mood of a song.
Key Skills being used from NC	Listening, Singing, Composing, Performing and Musicianship: Pulse and rhythm	Singing, Listening, Performing, Composing and Musicianship: dynamics/rhythm	Listening, Composing, Performing and Musicianship
End points	Created short sequences of sound Copied a short rhythm Learnt a traditional song from Ghana Created rhythms based on call and response Added dynamics to a structure of rhythms	Listened to and analyse an orchestral version of a traditional story Listened to and analyses a film musical version of a traditional story Selected appropriate sounds to match events, characters and feelings in a story Written a play script and select appropriate musical sounds to accompany it. Performed a story script with accompanying music	Created a Rhythm Showed structure on a graphic score Written a graphic score to show texture Composed a piece of music with a given structure Performed a group composition
Children will have.....			

In all lessons of music within the school the children will listen and be exposed to a range of music to ignite their curiosity and musical knowledge and performing opportunities are abundant within the lessons.

Musical life within the school looks to use music to provide opportunities to develop key skills such as:

- Communication - verbal and non-verbal.
- Working with others - paired work and small group work.
- Working collaboratively towards a goal.
- Application of numbers - counting beats and composing in a specific time,
- Problem solving - selecting the appropriate instrument, dynamics, structure, tempo for a particular timbre.
- Improving own learning and performance - evaluating performance and building on weaknesses
- Critically evaluating the performance of themselves and others.
- Generating and expressing their own ideas and opinions.

Extra-Curricular Music

The development of music skills throughout the school is promoted in a variety of ways:

- Weekly Hymn practice
- Sandygate Singers
- Listening to music in worship
- Annual nativity singing, which will involve solos, group singing, musical accompaniment and dancing. All children are involved in these performances.
- Performances from local secondary school children
- Actively participating in music in the community and partakes in events such as Praise in the Park, Carols for Help the Aged, Christmas Big Sing to the local community, Love Marlow, Energise and Church Services.

Special Educational Needs

Every child in the school has access to all musical lessons and events in the school. In short term planning teachers will make any necessary changes to their plans in order to meet the needs of the pupils in their class. This can take, but is not exhausted to, the form of:

- Adaptive tools to support learning
- Visual support to support learning
- Linking activities to pupil's own experiences
- Makaton signing to support learning
- Aids to support reduction of noise; such as ear defenders.

All children have opportunities to:

- Work in a large group with a teacher leading the children, teaching an objective
- Work in a large group sharing work with a teacher;
- Work in small groups independently or with support from an adult;
- Be involved in music outside of the lesson- e.g. Sandygate Singers, concerts, carol singing etc;
- Listen to a wide range of music and respond to it in school worship and in class;
- Participate in weekly singing practice where ongoing skills are encouraged.

Spirituality

"Whatever meaning one chooses for spirituality, music is essential to human life and is an integral part of our development as individuals. Like breath, music has rhythm, tension and release."

(Franz Fitzpatrick, Composer)

Music is a wonderful vehicle for expression, growth and the nurture of spirituality. The children at Marlow Infants share a rich repertoire of songs and are encouraged to express how the music moves their spirit. They frequently come up with words to describe their feelings about a piece they have heard or sung e.g. joyful, peaceful, calming, exciting.

The children also express spirituality through group composition in that the music starts from the child. Each has a part to play which has come from within and is of his or her own creation.

Cross Curricular links

Cross curricular links are used in music to bring other subjects to life as follows;

- Maths - beats and time in bars.
- Dance - beats and moving in different ways to different pieces of music
- Art - stimulus for painting - e.g. aboriginal art/aboriginal music.
- Geography - studying music from various cultures.
- History - music traditions, history of music and instruments.
- Science - sound, sound waves - duration and dynamics.

Resources

The resources for music consist of:

- CDs and DVDs
- School cameras
- PCs, Chromebooks, tablets
- A wide range of percussion instruments
- Recorders
- Posters
- The school piano

Assessment

Assessment is an integral part of the planning process.

- Evidence for assessment is gathered through planned opportunities for observation, peer and self-assessment and teacher-led activities.
- Teachers use the Learning Ladders platform to record assessments against the objectives from the National Curriculum/EYFS Framework
- When planning, the gap analysis from the Learning Ladders is used to identify gaps in the children's knowledge.
- Pupils are encouraged to reflect upon their chosen processes and materials and how effective they were and what could they do next time to improve or achieve different results
- Assessment informs future planning and enables the teacher to write an annual report for parents

Further detail is contained in the school's Assessment Policy.

Health and Safety

When working with equipment in practical activities pupils are taught about hazards, risks and control.

Equal Opportunities

Please refer to the school's Equalities Policy

Staff development and training

Staff development and training is provided in the following ways:

- school based INSET
- liaison with appropriate county and national services
- working alongside the subject leader to share good practise

The Role of the Music Leader

The role of the subject leader is to:

- audit, maintain and order resources
- manage the music budget and order resources to enrich the school's provision for music.
- offer advice on teaching methods and the use of resources to all members of the teaching staff
- support staff with ideas of how to incorporate music in other areas of the curriculum
- update the music policy when necessary.
- research and organise a list of locally available music professionals and artists.
- lead whole school music events.
- keep up-to-date with developments in music education and disseminate information to colleagues as appropriate.

The Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Monitoring and evaluation of Music policy

The effectiveness of the policy will be monitored during the year through:

- monitoring of teaching and learning by the music subject leader and the SLT.
- visits from the inspectorate or advisory team
- consultation with staff
- sampling of pupils' work (evidenced through observation, photographs and pupil progress data)

The following criteria can be used as a measure of success:

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

Date reviewed: November 2023
Review date: November 2026