



# Benhall Infant School and Pre-School

## Music Policy



**Person Responsible:** Hannah Spence  
**Date of Review:** Spring Term 2020  
**Date of next Review:** Spring Term 2022

### Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Benhall Infant School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Benhall is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

We aim to ensure that through listening, performing and composing children

- (a) have fun
- (b) develop self-confidence
- (c) gain insights into music from other periods and cultures
- (d) make a contribution to the aesthetic life of the school
- (e) express themselves and develop their creativity
- (f) develop some understanding of the core elements of music and some of the skills required to make music alone and with others.
- (g) use music as a tool to access their learning.

### Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, and performances and the learning of instruments. Teachers use Charanga to inform their lessons. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children in Year 2 learn how to play an instrument, either recorders or ukalale. In doing so they understand the different

principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

### **Impact**

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

The Learning leaders are responsible for monitoring the coverage of Early Learning Goals and National Curriculum objectives, and identifying areas that need to be developed.

Continuity and progression is ensured within the monitoring of the coverage of Knowledge and Skills objectives across all three year groups and with the monitoring of individual pupil's Standards and Progress throughout the year. We consider the acquisition of historical skills is developmental throughout the school.

A child's progress is monitored in accordance with the school assessment policy. Pupil assessment will include:

- Formative assessment by teachers in weekly plans
- Termly updating of ScholarPack formative assessment markbooks for Years 1 and 2
- A termly summative assessment on ScholarPack for EYFS, Year 1 and Year 2
- Annual report to parents

Assessment should seek to raise standards of achievement in Music by:

- Providing teachers with information on individuals' strengths and weaknesses
- Informing the teaching and planning of future work

Our school is made up of small teams called 'learning leaders'. These are groups of 2 or 3 staff members. The learning leaders will provide professional leadership and management for their particular subject(s) and will ensure that it is managed and organised so that it meets the aims and objectives of the school. Personal development of staff and training needs will be discussed and addressed. The learning leaders will aim to meet the training needs of all staff.

The learning leaders will monitor the subject by:-

- 1) Scrutinising planning.
- 2) Scrutinising examples of children's work.
- 3) Monitoring and analysing progress data.
- 4) Observing Teaching and Learning and providing clear, constructive feedback

### **Inclusion**

We aim to plan an appropriately differentiated programme in order that all children, including those with differing or special educational needs, achieve success at their level. Staff will encourage the children to value each other's attempts and to appreciate each other's skills.

### **Equal Opportunities**

All teaching and non-teaching staff at Benhall Infant School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole curriculum, including Music. All children from the Foundation Stage to the end of Key Stage 1 will be given opportunities to make the greatest progress possible in all areas of the curriculum, including Music, while in our school. This includes children using English as an additional language. In our selection of curriculum materials we avoid stereotyping and acknowledge cultural diversity.

### **Health and Safety**

Teachers accept responsibility to plan safe activities for Music. The Health and Safety representative will ensure that all Music activities comply with the school Health and Safety Regulations. It is the role of the Health and Safety representative to advise all teachers of any changes to existing safety standards and requirements.

### **Accessibility and Safeguarding Statement**

This policy is written with reference to our Safeguarding Policy, in particular the Child Protection section.

We will strive to ensure that the ethos of the school is such that everyone is equally valued and treated with respect.

Pupils will be provided with opportunities to experience, understand and value diversity.

All pupils should have access to an appropriate education that gives them the opportunity to achieve their personal potential, whatever their abilities and needs might be. Benhall Infant School and Pre-School is committed to providing an outstanding safe learning environment that promotes the welfare and well-being of all children. We ensure that this policy considers those children and young people with additional medical needs such as asthma, diabetes, epilepsy and allergies etc.

