

# Bolsover Infants and Nursery School

## Music Policy



This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

Date Agreed.....

Signed.....

# MUSIC POLICY

## RATIONALE

Music is an integral part of every child's daily experience.

The fundamental activities of music education are performing, composing, listening and appraising. These are experienced in a variety of ways, including movement, singing, use of instruments and listening to a wide range of music, vocal and instrumental, recorded and live.

Through regular, well-planned musical activities with the use of Music Express we will provide a gradual process of development and the opportunity for the acquisition of musical skills and understanding for all children.

## AIMS

- To experience and develop an appreciation of a wide range of different kinds of music.
- To develop and extend the children's own interest and increase their ability to make judgements of musical quality.
- To acquire the knowledge, skills and understanding to make music and perform to an audience.
- To develop skills, attitudes and attributes that can support learning in other subject areas, e.g. listening skills, creativity, perseverance, sensitivity, self-confidence.

## PLANNING AND ASSESSMENT

- Work across the Key Stage will be planned according to our scheme of work, following the National Curriculum, and supported by the Music Express published scheme. These books provide good quality resources which specifically meet the learning objectives we need to cover.
- Skills will be continually assessed and future work planned according to the APP assessment grid.

## RESOURCES

- A wide range of instruments are located in each classroom including the hall with a wide selection of music books used for music assemblies. This takes place every Thursday morning.

- All instruments should be handled carefully and the children taught how to use them correctly.
- Resources are regularly added to, ensuring a wide range that reflects world music from a variety of cultures.
- Children can attend music club with Y1 learning to play the ocarina and Y2 children are given the opportunity to learn to play the recorder.
- Instruments are collected with special needs children in mind, ensuring a selection which are easy to hold, brightly coloured and interesting to the touch.

## **DIFFERENTIATION**

- The individual ability of each child is taken into account when planning and work is set at the appropriate levels. Children with SEN will have the curriculum modified accordingly. Equally with children of higher ability we will ensure that they will be challenged in this subject.

## **FOUNDATION STAGE**

- In the Foundation Stage the objectives are taken from the created development area of The Early Years Foundation Stage and integrated into Communication, Language and Literacy for rhyme and rhythm. Cultural music is incorporated into Knowledge and Understanding of the World. Children progress in Y1 and Y2 by using Music Express.

## **ROLE OF THE CO-ORDINATOR**

- To keep abreast of all new information
- Pass on up to date information to staff
- Have a clear understanding and knowledge of the subject and implications for teaching and learning
- Attend appropriate courses and make other staff aware of suitable training
- Ensure all children have appropriate access to curriculum provision through differentiated activities
- Hold discussions with the Link Governor
- Monitor resources and order appropriate replacements and new equipment

## **MONITORING AND EVALUATION**

This includes:-

- Classroom observation to monitor subject delivery, children's progress and achievement
- Work and planning scrutiny
- Discussions with children including appropriate questions to assess their attainment
- Discussions with teaching staff

## **EQUAL OPPORTUNITIES**

- As an inclusive school all children have access to the music curriculum whatever their race, gender, social, disability, cultural and economic groupings. If children need adaptations to the curriculum we will make all reasonable adjustments.

## **CROSS CURRICULAR LINKS**

- Teachers plan around a topic based approach and follow a curriculum map per year group. Medium term topic planning will create many cross curricular links.

## **LEADERSHIP AND MANAGEMENT**

- The head teacher is responsible for keeping governors, staff and parents well informed. She will maintain an overview of music throughout the school, and where possible ensure that the necessary support and resources available.

