

Town Lane Infant School Music Policy

Article 28 - Every child has a right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries to achieve this.

Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for their parents, their own and other cultures, and the environment.

Article 31 - Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Intent

As musicians at Town Lane Infant School, pupils enjoy rich and stimulating learning opportunities by participating and performing in a range of musical experiences. Exposing children to music during early development helps them to learn sounds and meanings of words and vocabulary. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to develop their musical skills and potential. We aim to build confidence, nurture and encourage musical development across the school, as well as developing a life-long love and appreciation of different music forms.

Implementation

From an early age we make sure that children are introduced to a range of composers and musicians so they can experience styles and genres that might be new to them. Music reflects the culture and society we live in, and so the teaching and learning of music allows children to better understand the world they live in. It also plays an important part in enabling children to feel part of a community.

In the past we have worked with outside agencies and visiting artists and performers to provide our children with authentic and real life opportunities to get involved with workshops and performances.

Teaching through Charanga

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Charanga includes many examples of composers, music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express

their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Lessons:

During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context. During the lesson children will be given opportunities to apply skill and given chance for collaboration through composition.

Enhancements:

Music within school offers singing assemblies, musician of the month, after school clubs, Year 2 end of year musical production, Christmas performances to parents, Harvest Festival, Christmas Carols and other opportunities linking with the local community.

Assessment:

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and to inform future provision. As music is a practical subject, formative assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. This ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives.

Summative assessment at the end of the year is completed by class teacher in a format provided by the subject leader. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator.

Impact

Children will achieve age related expectations in music at the end of their cohort year. They will retain knowledge that is pertinent to music. Children will participate in wider musical activities, gaining wider audience performance experience and their well-being and confidence will be increased. Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.