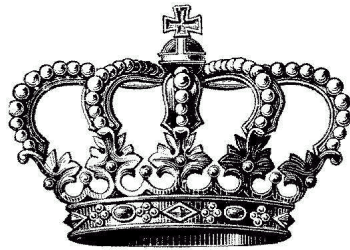


QUEEN'S DRIVE INFANT SCHOOL

**MUSIC
February**



**POLICY
2024**

MUSIC POLICY

February 2024

Vision

This policy reflects the requirements of the National Curriculum framework and the Areas of Learning and within the Foundation Stage Curriculum.

'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' (National Curriculum 2014)

Aims/Intent

We aim to ensure that all pupils have the opportunity to:

- use their voices and musical instruments to create music
- listen to a range of music across a range of historical periods and styles
- learn a tuned musical instrument
- express themselves creatively as an individual and part of a group
- develop their musical vocabulary
- perform in school and where possible as part of the wider community

Implementation / Organisation

Music is taught each week in all classes through an interactive Music Scheme called Charanga, tailored specifically for schools. Music is also taught throughout the school through a variety of teaching and learning styles throughout the week in all areas of the curriculum such as singing songs, use of instruments for beat/rhythm in PE lessons, story-telling and drama. Singing is used as part of assemblies

In line with the curriculum for Music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Parents are offered the opportunity to pay for 'Rock Steady' lessons for their children weekly. This is an outside agency which use our premises to teach QDI pupils instruments such as guitar, keyboard and drums.

Resources/Instruments

- A Class set or half a class set of glockenspiels
- Un-tuned percussion instruments
- iPad app – glock or un-tuned percussion app can be used
- Class set of ocarinas
- Class set of ukuleles

The Music co-ordinator will ensure that there are plenty of Music resources available and liaise with the Music hub to obtain any large number of resources needed.

Planning

We have chosen to plan Music through Charanga termly. Each Unit of Work comprises the strands of musical learning which correspond with the National Curriculum for Music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group. It is ideal for our school whilst we build up our Music knowledge and confidence. It provides lesson plans, clear progression, assessment and engaging and exciting whiteboard resources to support every lesson.

The Units of Work enable children to understand musical concepts through repetition-based approach to learning. The children learn about the same musical concept through different musical activities which enables a more secure, deeper learning and mastery of musical skills. At the end of the lesson children have the opportunity to perform as a class. At QDI, children also learn a untuned and tuned instrument.

In the Foundation Stage the teaching of music is planned within the Areas of development using the Charanga Scheme and also through Expressive Arts and Design linked to topic. Music is encouraged throughout the day when the children naturally explore the instruments/sounds objects make or singing nursery rhymes as they play.

In Key stage 1 Music is planned using the Charanga Scheme and also the Year One children have the opportunity to learn a tuned instrument an ocarina and the Year Two children have the opportunity to learn the ukulele.

As part of the Scheme Teachers must consider appropriate levels of challenge that are required to motivate the learners so they can develop a sense of satisfaction. Teachers will assess the Charanga assessment tool and the three-tier assessment to understand how they can challenge children's learning and also adapt for some identified groups such as SEN or G and T. Teachers will allow time for quality feedback to help develop knowledge, attitudes, skills and habits.

Impact / Assessment and monitoring

Teachers use the three-tier assessment alongside Charanga's assessment tool to establish each term if the children are working towards, expected or greater depth.

Observations written by staff, floor books and performances of the pupils show evidence of learning and understanding. Pupils are given verbal feedback and rewarded with stickers.

Music teaching and learning are not neat or linear. The Strands of musical learning, presented within the lesson plans on the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Pupils' individual progress is shown on the school assessment programme 'Insight tracker', gaps are identified and added to planning. The Music co-ordinator collates termly data and checks trends and groups.

C.Hopley 02.2024