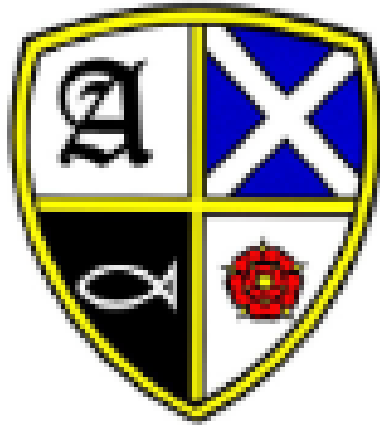


Learning, Caring and Growing Together in Faith

Music Policy

Handbook

St. Andrew's CE Infant School



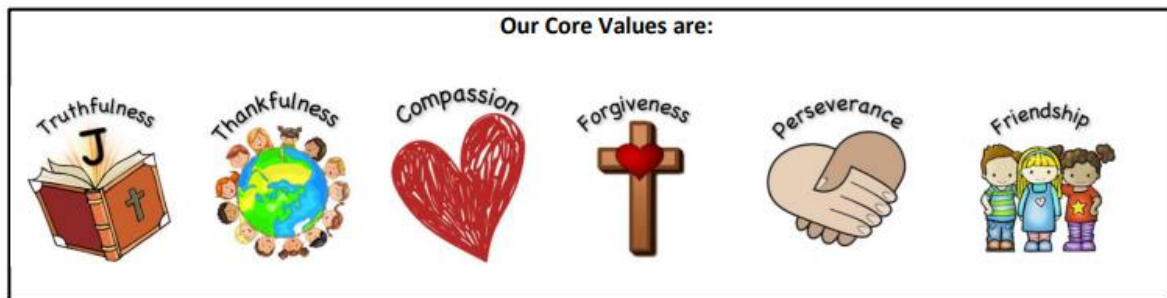
'God is my strength in whom I trust.'

Learning, Caring and Growing Together in Faith

Our Vision

St Andrew's Infant School is a Christian school where children are happy, nurtured and love learning. Through an inspiring and aspirational curriculum, we strive to ensure our children flourish spiritually, academically, and creatively to become confident, resilient learners. Everyone here learns, cares and grows together in faith.

Our Values



Our Christian Narrative:

'God is my strength in whom I trust.' Psalm 18

Our Bible story:

The parable of the Two Builders - Matthew 7

'God is my strength in whom I trust.'

Intent

“Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children's education.” – Yo-Yo Ma

At St Andrew's C of E Infant School, we make music an enjoyable learning experience. We encourage all children to participate in a variety of musical experiences through which we aim to build up their love of music, self-confidence and sense of achievement.

The vocabulary of music is a key part of learning music as St Andrew's. Throughout the music curriculum they learn an increasing range of musical terminology.

Our teaching focuses on developing the children's ability to sing in tune and with other people, play tuned and un-tuned musical instruments with increasing control, fluency and expression and listen critically to a wide range of music from different periods, genres, styles and traditions.

As children progress through our school, they will increasingly understand and explore music. Learning how to play, improvise and compose music through, pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.

Our music curriculum allows our children to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and use their voices
- have the opportunity to learn to play a musical instrument
- to create and compose music on their own and with others
- understand and explore how music is created
- develop spiritually

Our music curriculum promotes diversity and inclusion.

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Implementation

Music in the EYFS is taught through the area of learning: "Expressive Arts and Design". In Reception we regularly sing throughout the week and incorporate it within cross-curricular teaching and learning, for example in maths.

Children are exposed to music through topics, celebrations throughout the year and Charanga, creating a foundation for their musical education. Singing and playing musical instruments together and performances throughout the year (including our Christmas Nativity) develops performance skills and making music as an ensemble.

At St Andrew's, we follow the Original Charanga scheme of work for the teaching of the Music Curriculum. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. It complements the curriculum and scaffolds the learning opportunities throughout the EYFS and Key Stage One, allowing for a clear progression in skills. A steady progression plan built into Charanga, both within each year and from one year to the next, ensures consistent musical development. Through our use of Charanga, we can ensure that we are fulfilling the aims of musical learning stated in the National Curriculum and statutory framework for the EYFS.

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. All children are given the opportunity to learn to play the glockenspiel.

Children throughout the school sing in assemblies and during collective worship times. We have a singing practice weekly. Singing plays a prominent part in all school productions at Christmas, Easter and at the End of the School year.

At our school we teach music to all children, irrespective of gender, ability, ethnicity and social circumstances. Children's individual needs are addressed through the provision of resources, activities, questioning and positive exposure to music and are inline with the SEND policy. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.

Celebrating Achievements

We recognise the importance of celebrating children's achievements in Music. Videos of performances, improvisations and compositions can be videoed and share on Class DoJo or on the web page of the class. Achievements are celebrated when pupils share their work for the BOB Book of Brilliance.

'God is my strength in whom I trust.'

Presentation of work

Work for music lessons is practical. For this reason, work is recorded using video and stored on the T-drive for assessment purposes. Videos may be as a baseline assessment at the beginning of the unit and as an end point assessment at the end of the unit.

Resources

Each class teacher has a Charanga account where they can store plans and resources for lessons. Each class has access to a range of music instruments (tuned and un-tuned) and there is a class set of glockenspiels stored on the music trolley. The music trolley is found in the resource cupboard located near the Year 2 classrooms.

Additional Documents

In addition to this Music Policy, the following documents are in place to support the implementation of Music:

- Year Group Overviews
- Music Subject Overviews
- Music Progression Document
- Music Knowledge Organisers for each unit of work
- Music Knowledge Hands for each unit of work
- Medium Plans

Planning

The planning of the music curriculum is organised through:

- Long term planning is demonstrated through the yearly overviews which show the organisation of music topics across the year for each year group.
- Medium term planning is demonstrated through termly knowledge organisers which reveal the progression of knowledge, skills and understanding within each topic.
- Charanga lesson plans are used for short term planning. Teachers may modify these plans to meet the needs of the pupils in their class.

Impact

Teachers assess children's work in music in a variety of ways: -

- Recording the initial lesson and recording the final lesson of a topic.
- Practising musical skills regularly, such as call and response activities and rhythmic activities.
- Using targeted questioning.
- Teacher assessment against performance indicators.
- Pupil performances of practised pieces.

Features of an effective Music Teaching Sequence

- Opportunities to listen and appraise a range and variety of music genres
- Warm up activities (pulse, rhythm and pitch)
- Singing (Autumn Term)
- Singing and Playing (Spring Term)
- Singing, Playing, Improvisation and Composition (Summer Term)
- All children involved
- High quality resources utilised.
- Good understanding and knowledge of content from staff.
- Opportunity to reflect on learning and share achievements.

Formative Assessment

Teachers use their professional judgement to decide on the pace of music lessons. Formative assessment is used to guide the progress of individual pupils in Music. Formative assessment is mostly carried out informally by teachers in the course of music lessons.

Summative Assessment

At the end of each half term, summative judgements are made using recordings and photographs (with parental consent) of class performances, showing evidence and progress in learning. These, along with teacher assessments, are stored on the Staff drive (T drive) in the assessment folder for each class.

We know that our curriculum is effective when we see:

- Children singing with confidence and performing for others.
- When we hear and see the children playing musical instruments.
- Children improvising and composing their own musical ideas.

Roles and Responsibilities

Class Teacher

- Follow medium-term plans that detail the sequence of lessons and indicate the assessment focus
- Assess pupils knowledge and understanding in each lesson
- Plan learning that is in response to assessment information
- Makes a judgement at the end of each unit of work to inform end of year assessments.

Subject Leader

- Co-ordination of music provision throughout the school.
- Update staff with current trends and developments.
- Identify appropriate professional development (PD) for all staff.
- Identify school needs re- music education.
- Ordering and purchasing of music resources.
- Co-ordinating assessment for music.

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- Identify cross curricular opportunities.
- Monitor effectiveness of provision.

SLT

- Monitors planning and assessments
- Monitors high quality teaching and learning
- Ensures policy is implemented

Inclusion

The children with Special Educational Needs will have access to the full Music curriculum. Some children may find Music lessons challenging due to physical and/or sensory difficulties. Additional support will be given through scaffolding or use of specific resources, such as ear defenders, enabling them to take a full and active role.



St. Andrew's C of E Infant School

Music Overview 2023 – 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Charanga Me (L&A, G, S, Pe)	Nativity	Charanga My Stories (L&A, G, S, Pe)	Charanga Everyone! (L&A, G, S, Pe)	Charanga Our World (L&A, G, Pl, Pe)	Charanga Big Bear Funk (L&A, G, Pl, Pe)
Year 1	Charanga Hey, You! (L&A, G, S, Pe)	Charanga Rhythm in the way we walk (L&A, G, S, Pe)	Charanga In the Groove (L&A, G, Pl, Pe)	Easter	Charanga Round & Round (L&A, G, I, C, Pe)	Charanga Your imagination (L&A, G, I, C, Pe)
Year 2	Charanga Friendship Song (L&A, G, S, Pe)	Charanga Ho Ho Ho! (L&A, G, S, Pe)	Charanga Hands, Feet, Heart (L&A, G, Pl, Pe)	Charanga I Wanna Play in a Band (L&A, G, Pl, Pe)	Charanga Zootime (L&A, G, I, C, Pe)	Leavers Service

L&A – Listen and Appraise

G – Games

S – Singing

Pl – Playing

I – Improvisation

C – Composition

Pe – Performance

'God is my strength in whom I trust.'

Example of Summative Assessment in Music

End of Unit Assessment Spring 2 – Year 2	Music – Charanga – Hands, Feet, Heart		
Assessment Task	End of unit performance – singing and playing glockenspiel.		
Expected knowledge and skills for Year 2			
<p>Children know that some songs, have a chorus or a response/answer part. Children know that music has a steady pulse, like a heartbeat. Children know that rhythms are different from the steady pulse. Children know that we can add high and low sounds, pitch, when we sing and play our instruments. Children know the names of the notes in their instrumental part when written down Children know the names of the instruments they are playing (percussion instruments & glockenspiel) Children know that instruments are played in time with the pulse of the music. Children know that a performance is special. Children know that an audience could be made up of family and friends.</p>			
<i>(Please initial children in correct column)</i>	Below Y2	At Y2	At Y2+

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Medium Term Plan Template example



Hands, Feet, Heart

6-week Suggested Pathway: Planning Document

Step	Listen and Appraise	Musical Activities	Performance	Extension Activities
1.	Hands, Feet, Heart by Joanna Mangona	a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Hands, Feet, Heart	Sing the song	Choose from the suggested ideas
2.	The Click Song sung by Miriam Makeba Hands, Feet, Heart	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hands, Feet, Heart d. Play instrumental parts	Sing the song and play instrumental parts within the song	Choose from the suggested ideas
3.	The Lion Sleeps Tonight sung by Soweto Gospel Choir Hands, Feet, Heart	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hands, Feet, Heart d. Play instrumental parts e. Improvise (optional extension activities for improvisation)	Sing the song and improvise using voices and/or instruments within the song	Choose from the suggested ideas
4.	Bring Him Back Home by Hugh Masekela Hands, Feet, Heart	a. Warm-up Games b. Flexible Games (optional) c. Sing the song Hands, Feet, Heart d. Play instrumental parts e. Improvise option (optional extension activities for improvisation) f. Compose	Sing the song and perform composition(s) within the song	Choose from the suggested ideas

Learning, Caring and Growing Together in Faith
St Andrews C of E Infant School

Spirituality in...

Music

Promotes faith in yourself and others

Promotes self-expression

Gratitude

Self-Growth

Self-Love

Reflection

Inspiration

Celebration

Imagination

Creativity

Appreciation

Respect

Innovation

Value

Confidence

God is my strength, in whom I trust. Psalm 18

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