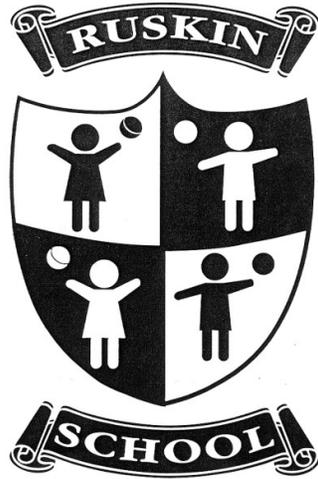


RUSKIN INFANT SCHOOL AND NURSERY



MUSIC POLICY

Revised: **January 2018**

Revised by: **Lilly Duncan**

To be reviewed by: **January 2021**

At Ruskin Infant School we believe that music is a powerful, unique form of communication that can change the way people feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music is an integral part of most world cultures, past and present. Music encourages active involvement and demands a response. It promotes a sense of communal identity and togetherness and allows for individual creativity and aesthetic sensitivity and fulfilment.

Aims

Through the teaching of music we aim to:

- Develop listening skills, aural discrimination, sequencing and memory
- Enable children to appreciate a wide range of music from different cultures and times.
- Develop a lifelong love and enjoyment of music
- Develop self-discipline and perseverance
- Performing: develop the ability to control sounds through singing, tapping rhythms and playing musical instruments
- Composing: enable children to create and develop musical ideas
- Appraising: Develop the ability to respond to music
- Develop co-operative working

Teaching Strategies and Learning Styles

Music is fundamentally a practical subject that should involve children in firsthand experience. We use a range of activities that integrate the three elements of performing, composing and appraising music. Most of our lessons are class lessons but within these children have the opportunity to work in groups and individually as appropriate.

Much of our work in music is not recorded. It is frequently performed to peers and may also be recorded for use through dance, drawing/painting, and writing.

Scheme of Work

At Ruskin Infant School we teach music for approximately 60 minutes a week: 20 minutes singing and approximately half an hour teaching directed at specific musical elements

Singing

We consider our daily singing sessions to be an important part of our music curriculum as it involves the children in controlling sounds using their own personal instrument - their voice. They learn to sing songs from memory using their voices expressively. They have regular opportunities to rehearse, and perform with others, to a large audience often including other classes, parents, friends as well as people from the wider local community, e.g. if a part of the school choir.

Many classes also practise singing especially at times of school concerts, Easter and Christmas for whole school and the leavers' concert in the summer for year two.

Early Years Foundation Stage

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music,

movement, dance, imaginative and role-play activities, mathematics, and design and technology.

Early learning goals

Expressive arts and design

Exploring and using media and materials

- Build a repertoire of songs
- Explore the different sounds of instruments

Being imaginative

- Represent their own ideas, thoughts and feelings through music, role play and stories.

Key Stage 1

Singing within key stage 1 focuses on developing the voice. It explores songs from around the world and where possible linked to topics being covered by each year group. Children are encouraged to:

- Recognise and explore how sounds can be made and changed;
- Repeat short and rhythmic patterns;
- Respond to different moods created by music;
- Keep a steady pulse;
- Represent sounds with symbols;
- Communicate their ideas through music;
- Sing in tune;
- Create their own musical work;
- Comment on the effectiveness of their own compositions;
- Comment constructively on the compositions of others.

Assessment, Recording and Reporting

Teachers assess in music by observing the children during their lessons; staff may observe children for a specific skill or watch a particular child. Teachers record these observations on class lists, group lists and notes. In their evaluations on their weekly plans they record information that will affect future planning concerning individuals, groups or the whole class.

Special Educational Needs

Music is a wonderfully liberating lesson for children with Special Educational Needs where academic learning difficulties will not necessarily hamper their progress. The practical “hands on” nature of the subject makes it very accessible for these children. Some children with additional needs may need extra support during some aspects of music. Teachers plan to include these children by adapting activities to suit the children’s needs.

Differentiation

Differentiation on music is possible in the following ways:

Input – teachers ask children specific questions or set specific tasks matched to their level of progress.

Support – greater help and support is given to children finding a task difficult, greater independence is given to children with more developed skills.

Task – tasks are either simplified or made more complex for particular groups of children

(e.g. able pupils are given a greater range of instruments when composing, or given pitched rather than unpitched instruments)

Outcome – teacher's expectations of the quality of response or performance differ according to the musical ability of the children.

Equality Statement Ruskin Infant School and Nursery (including Ruskin Childcare) defines itself as a school free from discrimination. We will not discriminate against any member of the school community by treating them less favourably because of their:

- Sex.
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity

The school, through its policies and staff practices will also not discriminate against a pupil because they are associated with a person that displays the 'protected characteristics' as listed above.

Ruskin Infant School and Nursery defines four kinds of unlawful behaviour in relation to the Equality Act 2010, as

- direct discrimination
- indirect discrimination
- harassment
- victimization

No unlawful behaviour will be tolerated in any way.

Resources

We have a reasonable range of musical instruments and songbooks kept centrally in the hall. All classes have CD players and music CDs can be played through the laptops and Interactive White Boards. We have a selection of recorded music.

Health and Safety

The Music Subject Leader is responsible for maintaining the good quality of the musical instruments. The children learn to handle and care for instruments as they are taught to play them correctly. Children are taught the safe and appropriate use of equipment, including CD players.