

BLACK HORSE HILL INFANT SCHOOL



MUSIC POLICY

"Where words fail, music speaks"
Hans Christian Anderson

1st November 2018

Approved by Committee _____

29th November 2018

Approved by Full Governing Body _____

Signed _____(Chair)

Signed _____(Headteacher)

BLACK HORSE HILL INFANT SCHOOL

POLICY DOCUMENT - MUSIC

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1. Statement of Principle

Music has always been part of the background of every day life. Using the National Curriculum for Music as our reference, we take the opportunity to focus on planned and structured musical activities in school. Pupils of all abilities are given the chance to develop music skills, gain understanding of musical elements and realise their creativity.

2. Aims

- a. To foster a recognition of music as a means of communication and self-expression.
- b. To encourage understanding and appreciation of music through composition, performing and listening.
- c. To enable pupils to acquire some knowledge of the key concepts of music.
- d. To enable pupils to participate in a broad and balanced music curriculum.

3. Objectives

The specific learning outcomes for individual pupils are expressed by the End of Key Stage Statements. It is intended that pupils:-

- a. use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- b. play tuned and un-tuned instruments musically
- c. listen with concentration and understanding to a range of high quality live and recorded music.
- d. experiment with, create and combine sounds using the inter-related dimensions of music.

4. Organisation

- a. The Attainment Targets will be delivered by each class teacher through:-
 - i. whole class activities.
 - ii. group activities.
 - iii. individual activities.
 - iv. whole school singing
- b. Music will be delivered in the classrooms and outside.

- c. Resources available will be:-
- i. A central pool of untuned percussion instruments and tuned percussion instruments in a cupboard in the ICT suite.
 - ii. CD players and disk drives available in classrooms.
 - iii. A small central pool of instruments and music books in the hall for PE & Dance.
 - iv. Piano in hall.
 - v. Music Centre.
 - vi. Music Express Scheme with CDs kept in classrooms.
 - vii. Singing games and rhymes book kept in classrooms.
 - viii. Interactive whiteboards with access to the internet.
 - viv. Membership of the Sing Up website.

5. Planning

- a. Planning will take place in year groups, using the new Music Express Scheme.
- b. Planning will be based on the whole school curriculum map.
- c. It will be cross-curricular and have multicultural links where possible.
- d. When not possible there will be self-contained units of music.
- e. It will emphasise continuity and progression to build up skills of performance, composition and listening.

6. Assessment

Foundation Stage teachers to assess pupil's achievement regularly against EYFS Framework. KS1 class teachers to assess pupil's achievement against National Curriculum statements.

7. Differentiation

- a. Differentiation will be by outcome or level of activity.
- b. Able pupils can be used as leaders in groups.

8. Equal Opportunities

All pupils are given the same opportunities regardless of sex, race or creed.

9. Role of the Subject Leader

- a. To audit, organise and renew resources.
- b. To monitor music opportunities throughout the school and identify cross-curricular and multicultural links.
- c. To support all staff.
- d. To monitor assessment and standards within Music.

Reviewed and updated by: S. Bancroft September 2018