

Booker Avenue Infant School



'Working together, learning together'

Music Policy

Music Policy: Booker Avenue Infant School

Rationale:

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on an emotional and intellectual level.
- Music can be a lifelong source of pleasure. It is an education for life.
- Music brings people together and contributes to mental wellbeing.

Aims:

To encourage all pupils to:

- Develop musical skills through listening, appraising, performing and composing.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of music traditions and developments in a variety of cultures.
- Be motivated to enjoy and succeed in music.
- Develop confidence when performing for a range of purposes.
- Develop a deep understanding of musical terminology.

Music and the National Curriculum:

- Music contributes to all areas of the wider Primary Curriculum including; Literacy, Maths, ICT, P.E, Art, History, Geography, PSHE and Citizenship.
- Within our 'Literacy based Curriculum' music plays a vital role in supporting and enhancing the delivery of texts and providing a basis for creative writing opportunities.
- Music develops skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work; listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.
- The school plans from the National Curriculum and Early Years Statutory Framework, this is supported by the Sing Up program and the 'Model Music Curriculum'.
- Our teachers receive regular CPD training so as to provide highly skilled teaching to our children.
- Children are exposed to a wide range of composers and artists from various periods of history.
- We aim for 1 hour of music teaching per week (as recommended in the Model Music curriculum) this includes; highly motivating singing assemblies, direct class teaching sessions, poetry and rhyme time.
- A listening schedule ensures children are exposed to a range of music from a variety of genres and cultures.

Music and EYFS:

- Music contributes to all areas of the EYFS Framework with the focus on 'Expressive Arts and Design.'
- Using the Sing Up program children learn a range of well- known nursery rhymes and songs.
- Songs contribute to the learning of phonics through the jolly phonics program.
- They have opportunities to perform for their peers and for wider audiences.
- They develop listening skills by listening to and appraising music from a range of genres.
- They begin to recognise and understand music terminology.
- They move in time to music.
- Percussion instruments are available during continuous provision for the children to experiment and explore ways of creating and changing sounds.

Pupils Experiences:

In music opportunities will be created for pupils to;

- Listen, appraise, perform and compose in a variety of genres, styles and audiences.
- Undertake a balance programme of activities.
- Work individually, in groups or on a larger scale as a whole class or school.
- Make appropriate use of I.C.T to create and record music.
- Make use of outside musical professionals and visits to musical venues.
- Make use of audio/visual material.
- Perform to wider audiences of parents, local community including; assemblies, Christmas Performances, End of year productions, Sing up days, Spring Carnival.
- Join the choir and take part in a range of performances across the city.
- Take part in percussion club to develop musicianship skills.
- Learn musical notation through recorder club by our specialist teacher.
- Enrichment days are planned throughout the school year, these include; M and M drama and music productions, Chinese Dragon dancers, Samba Bamba, Liverpool Royal Philharmonic Orchestra

Equal Opportunities:

- 'Music has no barriers' we aim to give every pupil the opportunity to join in and engage with all musical activities and opportunities.
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures.
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of race, gender, cultural background or additional needs.
- Adaptive teaching and additional resources will ensure all children can meet their full potential.

Assessment and Record Keeping:

- Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation.

- It is the role of the subject leader to ensure all children are making progress. This is assessed via the Tapestry program where pupil progress is assessed on a termly basis.
- EYFS pupils will be assessed against the Early Learning Goals and pupils in key stage one against the National Curriculum objectives.
- Annual reports for parents will include a statement on music based on the extent to which a pupil has achieved against National Curriculum attainment levels and Expressive Arts and Design, Early Learning goal.
- Feedback will be given to the subject lead and targets put in place for children not meeting the expected standard.

Resources:

- Currently the school is well resourced with enough percussion instruments for whole class teaching.
- The instruments include pitched and unpitched instruments.
- A selection of instruments from around the world is available.
- All Ipads have the Incredibox program that allows pupils to create their own music.
- All classes have access to Sing Up.
- The corridor, music room and hall contain an echo that allows music to be played throughout the day.
- We have developed a designated music room for practise and rehearsals to take place.

Home/School:

During the pandemic it has become even more apparent the vital part music plays in the daily life of our children and the contribution it plays to mental wellbeing.

- Music page has been introduced on the school web page to allow children to assess music at home. This includes links to Sing Up at home and BBC bring the noise.
- Parents are invited to join us for termly musical performances.
- Children receive a log in to Sing Up at home and tasks are set when appropriate.
- Sharing music floor book with new intake parents and during parent's evenings.

Health and Safety:

- Using instruments appropriately.
- Ensuring all instruments are cleaned thoroughly after use.
- Electrical equipment will be inspected regularly.

Reflection:

Throughout the pandemic music played a vital part in the wellbeing of our children. Despite being unable to sing together they were able to use links via the school webpage to direct them to Sing Up at home and BBC bring the noise that allowed them to continue their musical development at home. Indeed, feedback from parents was incredibly positive (see comments in the music floorbook) and reflected the contribution music made in helping our children to express themselves and bring a sense of joy and escapism in an otherwise

confusing and challenging time. We continue to reflect on the power of music and the part it has to play both at home and at school in contributing to our children's mental wellbeing. We recognise the important role that music plays in children's academic and social development and thus we continue to use this tool both to engage and empower all our children.

Monitoring the policy:

Policy Date: July 2025

Review Date- July 2026