



Inmans Primary School

Music Policy

Date	Written by	Approved by	Review Date	Approved by Governors
September 2024	P Townsend		May 2026	

Aims

- To encourage children to sing with enjoyment and enthusiasm from an early age, free from inhibition.
- To know and understand how sounds are made and then organised into musical structures.
- To know how music is created through a variety of instruments.
- To know how music is composed and written down.
- To know how music is influenced by time, place and purpose for which it was written.
- To develop the skills of performing, composing and appreciating music.

Objectives

- To develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
- To communicate musical ideas to others.
- To develop and improve instrumental and vocal techniques.
- To be able to listen with sustained attention.
- To be able to sing and play from memory.

Planning

The school uses Kapow, as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Early Years

The teaching of music in the Reception class is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, it is important to relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Cross Curricular Links

Music is clearly identified on the timetable but will often link with identified topics and other curricular areas. It helps develop skills in other areas, especially in the development of literacy (literacy skills, rhythm, rhyme, research, creative writing, communicating ideas); maths (patterns, the learning of times tables, songs to teach and reinforce mathematical concepts, sequences and processes); history, geography and RE through exposure to a wide variety of musical styles and genres from around the world, throughout history and from different faiths; dance; art; computing (composing, notation, research and digital recordings for assessment purposes); and SMSC (reflecting, listening, creating and performing).

Organisation and Teaching

All teachers are involved in the delivery of some aspect of music. One session of music is covered each week in both key stages.

It is recognised that there are children of widely different musical abilities in all classes. Matching the challenge of the task to the ability of the child should provide suitable learning opportunities for all children. In addition, challenge activities are available at all levels so as not to restrict the development of any child or group of children. This can be achieved in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.

- Setting tasks of increasing difficulty.
- Providing resources of different complexity depending on the ability of the child.
- Using other adults within the class to support the work of individuals or groups of children.

Inclusion

It is the school's aim to teach music to all children, whatever their ability. This can be achieved by:

- Providing learning opportunities that enable all pupils to make progress,
- Setting suitable learning challenges.
- Responding to each child's different needs.
- Providing extra support from other adults.
- Being aware of specific targets for children including those with EHCPs.

Assessment and Recording

Teacher videos se start of a half terms performance and end of the half terms performance to show progress. These videos are then shared with the children who are able to talk about what progress they see, what has gone well and how they can improve next time at an age appropriate level.

Information on a child's progress in music will be communicated to parents in the written report once annually.

Opportunities for performing and music appreciation.

Music enriches the lives of people, and opportunities should be provided to involve children in musical activities such as:

- Whole school assemblies
- Sing assembly

- Celebration events (Christmas, Easter and Harvest Festival)
- Opportunities to take part in or see activities involving outside organisations and visiting performers
- Class or year group performances
- Music Appreciation assemblies

Extra-Curricular

- Singing club

Peripatetic Teaching

The school uses Front Row Music to offer acoustic guitar lessons. The school uses Rocksteady to offer singing and rock instrument lessons.

Health and Safety

Teachers should have due regard for these issues and encourage the children to have a knowledge of the equipment and to treat instruments carefully and with respect in order to prevent dangerous mishandling of instruments.

Any wind instruments (e.g. recorders) that are used in school should be cleaned at the end of each lesson to prevent germs and infectious diseases being passed from one child to the next. If and when possible, each child should have his or her own identifiable mouthpiece.