



Hatherley
INFANT SCHOOL

Music Policy

Agreed: September 2021

Review: September 2023

We want to ensure your needs are met. If you would like this document in any other format,
please contact us:

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“Music is the universal language of mankind”

Henry Wadsworth Longfellow

“Music expresses feeling and thought, without language;
it was below and before speech, and it is above and beyond all words.”

Robert G. Ingersoll

Vision

At Hatherley Infant School and Nursery, we want to inspire our children to combine creative curiosity, musical knowledge and skills to become confident and imaginative musicians. We want our children to listen and appraise a wide variety of live and recorded music to enhance their understanding of genres and instruments. Our children will have the freedom to demonstrate their creativity through composition and improvisation, alongside building resilience and confidence when performing in singing or an instrument.

Intent

Our Music curriculum through Charanga Music School, will enable all children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. We aim to ensure that through listening and appraising, performing and composing, children will:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the *inter-related dimensions of music*.
- develop their self-confidence.
- enjoy the subject and have fun!

Implementation

Early Years Foundation Stage:

Children follow the objectives set out in Development Matters – working towards the Early Learning Goal for expressive arts and design. Children listen attentively, move to and talk about music, expressing their feelings and responses. They may also sing in a group or on their own, increasingly matching the pitch and following a melody. Children will also explore and engage in music making, performing solo or in groups. All children from nursery onwards will regularly sing a range of well-known nursery rhymes and songs and may choose to perform their own songs, rhymes, or poems.

Key Stage 1

Charanga - Mastery in Music

In KS1, children follow the objectives set in the National Curriculum. The coverage of the Music Curriculum is delivered through termly themes and songs. Every term, children will learn a different song to sing, play

instruments (tuned and untuned) alongside this, listen and appraise different pieces of music attributed to a genre and compose their own pieces.

At Hatherley, we achieve this by following the Charanga Music School scheme of work from Reception through to Year 2. This ensures that there is continuity and progression; allowing children to develop their knowledge in listening, appraising, performing and composing. This provides our children with a solid base of vocabulary and key knowledge to support their learning in Key Stages 2 and 3 and at GCSE.

Children will learn musical vocabulary such as pulse, rhythm, pitch in Year 1 and adding dynamics, tempo, structure and texture in Year 2.

Planning for teaching of Music

Planning for Music takes the form of Charanga units. These are designed to be taught over 6 weeks/steps. All the learning is usually focused around one song and each Unit is comprised of the strands of musical learning outlined by the National Curriculum:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

SEND

Specific consideration is given to children with hearing impairment. We aim to find the most appropriate and effective ways to involve them in all classroom activities.

Charanga specifically caters for children with SEND with a separate scheme of lessons to be taught by a TA if the necessity arises.

Singing

Assemblies

Music plays an important part in assembly time. Opportunities will be given for children to sing together, listen to and learn about a variety of different music. Music is played as children enter and leave the hall.

This covers a range genres, styles and traditions, including the works of the great composers and musicians.

Every Wednesday, KS1 are invited to join a “Singing assembly”. Songs are practiced and new songs introduced in this time. Children are taught to sing expressively and confidently. EYFS regularly sing in their classrooms on a daily basis.

Choir

An after school choir club is run for Years 1 and 2 singing a variety of different songs. These will be performed in front of classes, whole school and outside of school. The choir is an opportunity for children to gain confidence in a smaller group, be exposed to different types of singing (eg rounds, harmonies) and above all, have fun!

Assessment

In EYFS, children are assessed against the Expressive Arts and Design Early Learning Goal.

In Key Stage 1, teachers will record children’s achievements against the different strands of the National Curriculum. These will be completed once every long term. Immediate feedback is given to students as they progress through the units of work.

Monitoring and Review

The role of the subject leader involves:

- supporting colleagues in their teaching
- modelling good practice
- being informed about current developments in the subject
- organising events/opportunities to promote and enhance music e.g. singup, choir, singing assembly, peripatetic instrument lessons, after school clubs.
- being accountable for the subject area
- lesson observations
- listening to pupil voice