



**Hatherley**  
INFANT SCHOOL

# Music Policy

Agreed: September 2020  
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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## Introduction

At Hatherley Infant School, we believe 'music is a universal language that embodies one of the highest forms of creativity'. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement." (The National Curriculum in England Framework Document (DfE) 2014)

## Aims

We aim to ensure that through listening and appraising, performing and composing, children will:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to play a range of tuned and un-tuned musical instruments, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- develop their self confidence
- enjoy the subject and have fun!

Through music teaching, we aim to enrich the cultural life of the school, making music a significant and memorable part of each child's time with us.

## Responsibilities

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Head teacher and the nominated governor.
- be accountable for standards in this subject area;
- monitor standards by;
  - auditing the subject area
  - review of the scheme of work
  - monitoring teachers planning
  - lesson observations
  - scrutinising children's work
  - discussions with pupils
- ensure continuity and progression throughout the school;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- attend appropriate and relevant INSET;
- keep up to date with new developments;
- undertake regular audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- undertake risk assessments when required;
- review and monitor;
- attend appropriate training sessions on equality;

## Teaching and Learning

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

## Curriculum Planning and Organisation

Teachers collaborate on the planning of the subject to ensure consistent provision and to share expertise. Curriculum planning is managed in three phases namely:

### Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

### Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

### Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

Reception teachers implement the requirements of the Foundation Stage. In Years 1 and 2, music is taught through a mixture of topic based and subject specific focuses. It is taught within a topic where it rises naturally e.g. songs related to an area of study. All teachers are responsible for planning their year's work, based on the requirements of the National Curriculum.

The school uses the Music Express scheme and teachers are encouraged to supplement this with their own ideas and activities.

Teaching is supported by a selection of resources which include:

- Song books (some with accompanying cd's)
- Teacher reference books
- Computer programs e.g. 2Beat, 2Sequence
- A wide range of musical instruments (every year group has its own instrument box)
- Music scheme "Music Express"
- Sing Up material

Music is taught as a whole class activity and, as children mature, we aim to provide opportunities for group and partner work. Children are also given opportunity to attend a Music Club.

Music will play an important role in the whole school listening policy. Time for listening to and appraising music will be allocated during music lessons and assembly time in addition to opportunities whilst changing for P.E. or working on some tasks in class.

## Implementation

The music curriculum will be delivered:

- Within the classroom led by the teacher and supported by the TA when required
- During whole school singing time
- During school and shared assemblies
- Music clubs

Visitors will be invited into school to enrich and foster the children's appreciation and understanding of music.

### Assemblies

Music plays an important part in assembly time. Opportunities will be given for children to sing together, share work prepared in class, listen to and learn about a variety of different music.

Music is played as children enter and leave the hall. This covers a range of music styles and is selected by the teacher who has overall responsibility for music that week.

## **Hall Time**

Time in the hall for music is allocated once a week to enable whole school "Singing Time". Songs are practiced and new songs introduced in this time. Some free time is available for teachers wishing to use the hall for music based activities outside of the classroom.

## **Special Educational Needs and differentiation**

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.

Class teachers will also incorporate a range of teaching approaches and materials to cater for children of all music abilities e.g. the use of talk partners (chatter chums) to offer support to children lacking in confidence.

For children with specific needs, teachers may enlist the support of TA's.

## **Assessment for Learning**

Teachers will make careful diagnostic observations of children in order to inform the next stages of learning. Specific criteria for each lesson needs to be clear and observations made in light of these.

## **Monitoring & Review of the Subject**

Teachers will record children's experiences and achievements using the subject coverage expectation sheets which are in line with the National Curriculum. These will also inform future planning and monitoring of pupils' progress, reporting to parents and subject analysis.

## **Contribution of the Subject to other Areas of the Curriculum**

Music can be linked to most curriculum subjects. The school believes that the teaching of music is closely linked with that of English, Maths and P.E. Other subject links could be made e.g. listening to music from other countries lends itself to links with Geography.

This policy is in accordance with the school's Equal Opportunities Policy