



## Freegrounds Infant School

### Music Policy

#### Introduction

Freegrounds Infant School is a Rights respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community, and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others.

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

**Article 3** The best interests of the child must be a top priority in all decisions and actions that affect children.

**Article 12** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

**Article 28** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.

**Article 29** Education must develop every child's personality, talents and abilities to the full.

#### Equal Opportunities

Freegrounds Infant School will endeavour to offer equal opportunity of access of all children regardless of gender, race, religion, disability and ability.

In line with the school's Disability Equality Scheme, we will:

- Offer learning challenges in Music appropriate to children's needs and abilities and give opportunities to experience success in learning and achieve as high a standard as possible.
- Take account of individual children's learning needs which if not addressed create barriers to learning in Music and make provision to enable these children to participate effectively in the curriculum and assessment activities.

#### Our vision for Music

Children at Freegrounds deserve the opportunity to fulfill their creative and artistic needs. We intend for our Music offering to aid children their creative, artistic and spiritual development.

At Freegrounds Infant School our vision is to provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Freegrounds Infant School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

We aim to inspire all children so that they can become resourceful, innovative, enterprising and capable citizens. As a Right's Respecting school we believe that our Music learning respects Article 28- The Right to an education and Article 29- The Right to an education which develops personality, talents and individuals abilities.

All staff at Freegrounds Infant school are involved on our vision for Music and are equipped to confidently deliver good practice within this. We follow the Hampshire Music Services planning and we ensure that our Music planning is inclusive for all and provides each child with an appropriate challenge to encourage and inspire further learning.

**At Freegrounds Infant School our aims of Music are for the children to:**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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

**Guidelines:**

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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

**Monitoring, assessment, recording and reporting of Music.**

**Early Years Foundation Stage**

Assessment in EYFS is ongoing and part of day to day practise. Children's achievement within the age bands for 'Expressive Arts and Design' is closely monitored by all adults. Observations are made of the children during their self-initiated play (Discovery Time). These are recorded and tracked on whole class grids and through the use of the online learning journal Tapestry. Provision and enhancements are planned according to their need based upon their next steps.

**Key Stage 1**

Children's achievement in music is assessed against the 'ARE' for the aspect of music covered. Both the dimension and skills of music are assessed at the end of every learning project. This assessment and other knowledge about the child are used to follow children's progress and update tracking documents using the school format. Children's learning in music is recorded in their project book and electronically through

videos. All work will be marked in line with the school's Feedback Policy. Assessment is an ongoing process carried out by informal and formal assessments .

At Freegrounds Infant School we teach music through a topic based approach which allows children as much exposure to live and recorded music as possible. We also strive to ensure children's own music creations are praised and encouraged.

Coverage of the National Curriculum is detailed in our curriculum pages.

Leadership monitoring, evaluation and development.

At Freegrounds Infant School the subject leader operates a process of monitoring and evaluation which allows them to identify strengths and key priorities for music. This system empowers the subject leader to have a clear picture of their subject and the way forward. The music leader will carry out a full evaluation of music using evidence from;

- assessment data
- work scrutiny
- pupil conferencing
- learning walk
- planning scrutiny
- lesson study and staff coaching through use of the IRIS filming system

Following the evaluation, a position statement is created. This identifies;

- strengths
- areas of development/priorities
- progress against previous areas of development
- impact of any CPD and actions (evidenced by measurable data/surveys)

An action plan is then created which identifies priorities for the forthcoming year.

This whole process is supported by members of the SLT, which not only supports the development of the subject leader, but ensures an inclusive approach to whole school improvement.

### **Managing resources**

All the resources for Music are safely stored in the Music cupboard which can always be accessed by all staff. It is the Music leads responsibility to ensure that the resources are kept up to date, ordered and accessible to all class teachers.

### **Health and safety**

Risk assessments related to the areas of learning in music are available to staff and are attached to any planning. The advice is for both children and adults. Staff are responsible for ensuring that children are taught how to behave responsibly when using musical equipment and resources.

### **Role as subject leader**

As the role of subject leader, I will aim to raise the standards of children's experiences and performance in Music. I will also focus on supporting and improving the quality of Music teaching and learning in the classroom. I will endeavour to support all the Freegrounds Infant Staff with their understanding of Music.

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