



## **Farnborough Road Infant School**

### **Music Policy**

“Learning, Caring and Achieving together”

#### **Vision**

Our vision is that music is a fluid and seamless subject that is integrated into every other subject area. In lessons, children are regularly exposed to a wide variety of music and can develop their skills through a range of cross curricular opportunities. Children are given the chance to explore and compose with instruments, as well as their voices, whilst developing a passion for listening to music, playing and performing. They are able to appraise pieces of music using technical vocabulary whilst appreciating different genres and music from other cultures. They enjoy learning about a range of composers and musicians and are taught about the history of music as well as music in the locality, in order to develop their musical capital.

#### **Intent**

Our music curriculum promotes curiosity and empowers our children to become independent and resilient learners. The FRIS music curriculum not only meets National Curriculum requirements but will provide memorable, bespoke music lessons that will develop their music capital and prepare them for the next stage in their education. At FRIS we want to provide our children with a rich musical diet celebrating the diversity of our world. With well-planned lessons, excellent resources and opportunities to perform on a stage in front of a live audience and attend our recorder, ukulele and singing clubs, we nurture their musical talents.

We want to extend their music capital and encourage their enjoyment and appreciation for our local music heritage as well as famous composers, artists, musicians and their works. Throughout their time in the Infant School we want our children to experience live music performance from children at local high schools to local musical performers, culminating in the children in year 2 experiencing the wonder of a live performance delivered by The Royal Philharmonic Orchestra in Liverpool. To ensure children value music and understand it is a lifelong love, on a weekly basis, we play a staff favourite song to the children and the member of staff explains why the love it.

#### **Implementation**

The music curriculum has carefully planned learning opportunities which ensure in each year group there is a progression of skills, vocabulary, understanding and knowledge.

Our weekly lessons provide our children with the music skills for singing, playing, creating and exploring, composing, listening and appraising to a high standard. The culmination of these skills are showcased in our annual Christmas and Summer concerts performed for parents and in our local community. As part of our school ethos, music is used as a vehicle to support local and national charities such as Queenscourt Hospice, St. John's Christmas Tree Festival - Pets as Therapy, Singing at Dobbies for the Teenage Cancer Trust and at Birkdale Park Nursing Home. We are pleased to be involved with 'Hands' - a charity for the deaf who use pop music to deliver an innovative and energetic ten week programme to schools in Merseyside. This gives our children access to BSL, breaking down the communication barriers that exist within society between hearing and deaf people and is an opportunity to enjoy music whilst learning another language.

The annual Arts Week is the highlight of the school calendar where music plays an integral part. We have invited local music professionals such as the 'Pop Project' and Birkdale High School Band and DJs to enrich the music skills and cultural capital of our children as well as providing valuable CPD for staff from the music co-ordinator and other CPD providers such as 'Charanga' to ensure staff have high quality subject knowledge and feel confident to teach Music.

## **Organisation and Planning**

### **EYFS**

#### **Nursery**

Music takes place as part of 'Development Matters'. Nursery staff teach sessions of percussion –based activities both indoors and out and singing is a daily activity. In continuous provision there are regular opportunities for children to explore different instruments and sounds. In addition to this, nursery also teach a pre-planned focused music session once a week, ensuring objectives are achieved from the Exploring Arts and Design aspect of the Early Years Foundation Stage. We are also currently trialling 'Birdy Beat' – an EYFS scheme provided by Sefton.

#### **Reception**

Teaching and non-teaching staff lead music and singing sessions as part of the Early Years Foundation Stage Exploring Arts and Design Area of Learning. In 2020 we introduced 'Charanga' into our curriculum, following the scheme weekly in blocks and ending the blocks with 3 weeks of 'topic based music' that links to other areas of the curriculum that we have been studying. During this, the children use the skills and knowledge that they have developed during the Charanga sessions and apply these to their own compositions using tuned and untuned instruments. In addition, high quality continuous provision provides children with regularly opportunities to explore and develop their musical skills.

#### **Key Stage 1 – Year 1 and 2.**

As the children get older, they are able to record and follow notation including objects and symbols. They are also given opportunities to develop their confidence and independence whilst playing instruments and creating their own pieces to fit a brief or topic. They are able to take part in a variety of compositions including solo, group and class. Children study a composer per term and listen and appraise their works. In Key Stage One, they look at an orchestra and exploring how it is set up, the role of the conductor and the different musical families. The subject leader plans 'Charanga' blocks followed by topic-based music lessons to ensure the curriculum is varied and bespoke. Assessment focuses on the importance of the pupil being aware of their individual progress and the next steps for learning. This data is tracked on Arbor following the guidance and progression of skills provided by the subject leader.

#### **Progression of Skills**

A progression of skills document has been developed by the subject leader showing progression in music from the Caterpillars all the way up to Year 2. It was devised using the EYFS framework and development matters document and the National Curriculum. The document is split into 'Singing', 'Listening and Appraising', 'Playing and Performing' and 'Composing' showing how the children develop different skills in these areas across the whole school year. Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. These include:

- An increase in knowledge, skills and understanding of the given topic/piece of music/composer.
- Understanding and moving from familiar to unfamiliar contexts.
- Using more technical language such as texture, timbre, composition etc.

The rate of progression will vary from child to child and has to be considered when planning the teaching and learning situations.

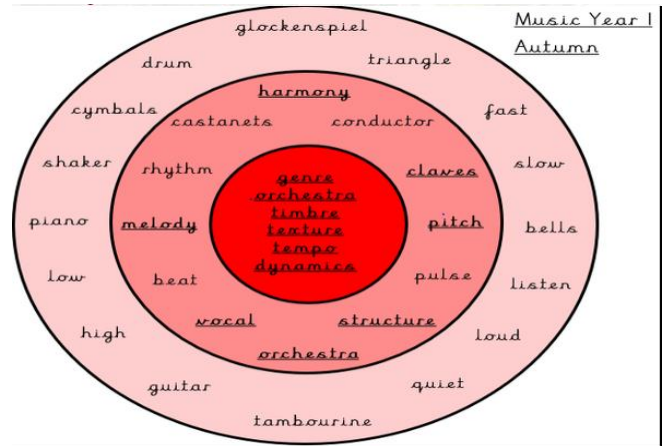
<

## **Vocabulary, Oracy and Knowledge Organisers**

At Farnborough Road Infant School, emphasis is placed on developing the vocabulary and oracy skills of our children. At least two Music sessions per unit of learning is dedicated to an oracy-based activity

such as a debate, discussion or reasoning task. The knowledge organiser serves as a reference tool for pupils and teachers, and will be reviewed by the Music Lead prior to the commencement of each unit of learning. At Farnborough Road Infant School, we believe that there should be no ceiling on the technical Music vocabulary that our learners are exposed to. With this in mind, Music 'dartboards' with

three levels of challenge are prominent in all classrooms in Key Stage One. Teachers will refer to this language when teaching themes and topics and they are displayed on each classroom's music displays.



## **Equal opportunities**

All children have the opportunity to reach their full potential in Music regardless of gender, race, disability and faiths. Resources should be chosen to reflect the equal roles of men and women, social and economic diversity and the fact that we live in a multicultural society. Children are exposed to a variety of music from other countries and cultures and the Charanga block focusses on a different genre of music per half term such as rap, South African music, reggae and many more to widen children's musical diet.

## **Children with SEND**

Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. Support can be assigned during music lessons to ensure that SEND children are able to access and flourish during these lessons. Vocabulary can be explained in more depth and simplified by additional adults. Music is also an integral part of 1:1 planning. The practical element in all lessons creates an opportunity for Music to be inclusive to our pupils. The SEND and Music co-ordinator have met together to ensure the planning includes equal opportunities and adaptive teaching.

## **Resources and Visits**

At Farnborough Road Infant School we have an excellent and wide variety of music resources. We use Charanga for a block every half term and this is an online resource with lots of different documents that teachers can access. They include glossaries, key questions, progression and information about the different topics studied. There is a wide variety of music on there as well as sections that develop the learning of different instruments like the recorder or the glockenspiel.

The Studio is a multi-purpose teaching and learning space for Performing and Creative Arts. All musical instruments are stored in the studio or stock room with percussion instruments readily available for use both in the studio and in classrooms. In addition to these instruments, Reception classes share sets of instruments which are stored on their corridor.

Over the years, an extensive range of instruments has been built up. Care and respect when handling of instruments is a high priority and is encouraged at all times. CDs, songbooks and teaching resources are also stored in the Studio.

Children are able to sing in a variety of different venues including local nursing homes and hospices, churches and other places in our local area. They perform for residents and members of the public regularly. This is inclusive to all children.

Arts week is an annual themed event for the whole school is organised by the Art and Music Leaders and activities are planned and input given by the whole staff. Recent themes have included 'The Natural World', 'India', 'Under the Sea', 'Over the Rainbow' and 'Pattern'

A programme of guests includes Dance, Drama and Music specialist teachers. Celebration assemblies are held at the end of the week at which all are encouraged to share their achievements in, and

<  
enjoyment of the arts. Children are able to develop their singing skills specifically in our ‘music assemblies’.

Visitors come in regularly throughout the year and provide the children with live music experiences. These include the ‘Pop Project’ – a band with a PSHE focus , ‘Hands’ who teach sign language to current songs, DJs, Samba bash workshops and performers from local schools, including and many more. We also have strong links with the Junior school including performing at the same dance festival, and performing showcases to each other.

**Assessment, Reporting and Recording**

We assess the children every lesson using observations, key questions and recordings. We use pictures and videos of the process of compositions to inform our decisions of how the children are performing in the subject. We also use the criteria for emerging, expected and greater depth provided by the subject leader and use the progression of skills document as well as a document provided by the subject leader to outline the criteria for an ‘excepted’ child. Teachers then use their professional judgement whilst inputting assessment data into Arbor to assess where each pupil fits in with the expectations and skills outlined for each area in music. The National Curriculum allows for progression and continuity through the Key Stage. It builds on, and develops skills, giving children the opportunity to accumulate knowledge.

Assessment and progress is recorded where relevant. At the end of each term, the data is recorded on Arbor. At the end of the school year, this information is shared in each child’s report. We are able to moderate in our year groups and compare different children to allow assessment to be a fluid and ongoing process in music. Attainment data is analysed and regular feedback is provided to inform on progress and future actions to the Senior Leadership Team.

Teachers evidence the subject through Twitter using the hashtag #FRISMusic to ensure curriculum coverage and the subject leader regularly monitors this. Listening and appraising opportunities are recorded through the ‘our voice’ book with links to Voice 21 allowing children to challenge each other’s thoughts and opinions about a piece of music.

**Impact**

We strive for every child to achieve their full potential in music, develop a love for music, benefit from increased confidence and mental wellbeing, be ready for their next stage in learning and inspire aspirations for the future career paths. Our children leave for the juniors with a wide range of musical knowledge, vocabulary, passion and enjoyment for the subject and are aware of many different genres, composers, musicians and instruments. They feel confident about the subject and look forward to deepening their learning in many years to come. We want children to aspire to be singers, dancers, composers, conductors, musicians, DJs and more!

At Farnborough Road Infant School, WE LOVE MUSIC!

**Review**

This policy will be reviewed regularly

**Updated May 2023**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Headteacher.**

**Signed** \_\_\_\_\_ **Date** \_\_\_\_\_ **Chair of Governors.**