

Cecil Gowing Infant School

Music

Policy



Approved by Staff:
Approved by Governors:
Review date

SignedI. Stubbs Date
Headteacher

Signed.....Fiona Hardman Date
Chair of Governors

AIMS AND VALUES OF THE SCHOOL



INSPIRING IMAGINATIONS

We believe

children are active participants in their learning who:

- want to explore and learn about the world around them;
- enjoy being creative;
- are happy when they are encouraged to succeed and know that their best efforts are highly valued;
- need to feel part of a community;
- need to feel valued as individuals.

adults help children with happy successful learning when they:

- respect and value children as individuals;
- lead by example;
- work together as a team;
- nurture and guide children in a calm atmosphere;
- see themselves as learners too;
- expect children to succeed.

Our school community, of adults and children (including their parents and carers), is one in which each member is valued for his or her unique contribution to the happiness and success of us all. We believe that it is important to understand the need to respect people's cultures and customs and we do not tolerate any form of racist behaviour. In our community all the members are active learners and we expect them to achieve to the full extent of their ability.

Our Philosophy

- For children in our school to become confident and enthusiastic learners who enjoy the performance aspects of music
- For children to be engaged and interested in their learning and to share this with their families
- For children to use a drama based curriculum, which may include Mantle of the Expert, where appropriate
- To teach children the musical skills they need in order to become creative musicians
- For children to sing for enjoyment

This is what a music lesson looks like in Cecil Gowing Infant School

Throughout the school:

- We follow the “Music Express” scheme of work throughout the school, which is delivered weekly
- We have a weekly hymn practice and a weekly singing session accompanied by a pianist
- The children use practical resources and instruments when appropriate
- Children are encouraged to ask questions to deepen their understanding
- Opportunities can be found to use the skills learned in “Music Express” lessons in a creative session

In a Reception Class:

- In addition to the weekly “Music Express” lesson, children are given the opportunity to independently explore sound and instruments, both indoor and outdoor

In a Year One Class:

- Weekly “Music Express” lessons
- Opportunities to be creative with music when appropriate within the curriculum

In a Year Two Class:

- Weekly “Music Express” lessons
- Opportunities to be creative with music when appropriate within the curriculum
- Learn songs for the end of Year musical show

This is what we do

Children in Reception follow the EYFS curriculum and perform a ‘Christmas Show’

Children in Key Stage One follow the National Curriculum and perform a ‘Christmas Show’, and in addition Year 2 children perform an ‘End of Year’ musical show

Both these curriculums have been developed to meet the needs of the children in our school and to inspire them in their learning

Our curriculum maps for each year group are on our school website within 'Parent Information'. These show in detail what the children are learning each half term and provide ideas for parents to support their child's learning at home.

Every adult in our school has the opportunity to strengthen and broaden their own subject knowledge.

This is how we know how well our children are doing

In Reception:

- Observations
- Learning Journeys

Key Stage One:

- Individual Foundation Books which evidence each child's progress and attainment of specific subjects
- Formative/summative assessment
- Subject leader meetings

This is how we use intervention:

We use intervention to consolidate learning, support gaps in learning and provide appropriate challenge to meet the needs of every child in our school.

This is delivered by:

- 'Immediate support throughout the lesson when appropriate.
- Small group intervention.
- One to one support when appropriate
- Peer to peer learning

How do we challenge the most able children?

- Deepen their understanding through questioning
- Provide opportunities for them to explore the subject at a deeper level
- Use what they know to find out what they do not know
- Strengthen their independence in learning

This is the impact of our teaching:

- Every child experiences a broad and balanced curriculum
- Every child is challenged appropriately
- Every child achieves to the best of their ability
- Every child is prepared for the next step in their journey of learning