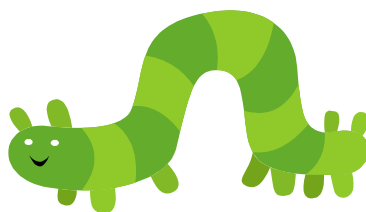




and



Abbots Farm Preschool

Music Policy

October 2024

Review by October 2026

Statement of intent

Music is a universal language and encourages creativity and expressive freedom. We believe that a high-quality music education should engage and inspire our pupils to develop a love for many genres of music, either through composing and performing or just appraising and appreciating. We endeavor to help our pupils grow in confidence and talent through our music education.

Singing lies at the heart of our music teaching and we focus on developing the ability to sing in tune and with other people. Singing should be an uplifting, joyful experience during which children learn about the structure and organisation of music.

Aims

Our aims in music teaching are to enable our pupils to:

- Identify and understand how sounds are made
- Know that music is made through a variety of instruments
- Identify different families of instruments
- Become confident to perform, listen to and appraise different genres of music

Music Curriculum Aims and Planning:

The aims of the National Curriculum, appropriate to the age of our children, are taken account of, to ensure that all pupils:


- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Learn to sing and use their voices, to create and compose music on their own and with others, 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, structure and appropriate musical notations (although the latter is not statutory but may be appropriate for some of our more able children).


Learning objectives for EYFS

The different aspects of foundation musical development are:


• Hearing and listening

 <p>40-60+ months</p>	<ul style="list-style-type: none"> Thinks abstractly about music and expresses this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs." Distinguishes and describes changes in music and compares pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth." Associates genres of music with characters and stories. Accurately anticipates changes in music, eg when music is going to get faster, louder, slower. 	<ul style="list-style-type: none"> Discuss the music with children, invite them to describe the music and seek out their opinions and thoughts. 	<ul style="list-style-type: none"> Create a listening area and create a library of music that the children can choose from. Invite children to select music to play at certain times in the day, eg a track to play at snack time. Children may respond differently to how we may expect them to. Responses to music are individual, what one considers to be relaxing may not be to another. Allow and encourage children to respond individually.
--	--	--	--


• Vocalising and singing

 <p>40-60+ months</p>	<ul style="list-style-type: none"> Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. Sings entire songs. May enjoy performing, solo and or in groups. Internalises music, eg sings songs inside his or her head. 	<ul style="list-style-type: none"> Play pitch matching games, eg hum or sing short phrases and invite children to copy you. Use songs with and without words - children may pitch match more easily without words, eg use one-syllable sounds such as "ba". Sing call and response songs so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them. Sing slowly, children are likely to be listening to the words and the melody of the song. 	<ul style="list-style-type: none"> Plan for both large and small group singing sessions: hearing individual voices in large group singing activities can be challenging; it may also be challenging for children to hear their own voices in a group context. Some children enjoy singing in a group, some prefer to sing individually outside of a group. Listen carefully and respectfully to children in their free play, the silent observers in group activities are often able to sing songs that they did not sing during group time. Offer opportunities for children to sing solo. Invite children to share their songs with other children, whether this is their own creations or songs from home. Provide recording devices to allow children to record their own and other children's songs.
--	---	---	--

• Moving and dancing

 <p>40-60+ months</p>	<ul style="list-style-type: none"> Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. Choreographs his or her own dances to familiar music, individually, in pairs/small groups. 	<ul style="list-style-type: none"> Encourage children to sway, walk or play instruments whilst listening to music. Play movement and listening games that use different sounds for different movements, eg march to the sound of the drum, creep to the sound of the maraca, ask for the children's ideas. Invite children to share their dance routines that they create either at home or in the setting. 	<ul style="list-style-type: none"> If space is limited, try to create space for movement and music as often as possible and plan for this in the environment. Present instruments in the environment; don't limit them to being in cupboards, boxes, baskets. Experiment with the use of levels. Observe children's movement responses to sounds (pieces of music, songs and instruments).
--	--	--	---

• Exploring and playing

 <p>40-60+ months</p>	<ul style="list-style-type: none"> Creates music based on a theme eg creates the sounds of the seaside. Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. Creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing or music being listened to. May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. 	<ul style="list-style-type: none"> Invite children to create a piece of music. You could use a theme (eg jungle) or an element of music as a starting point to create a piece eg loud/quiet (dynamics) – create music which has a range of dynamics involved. Play rhythm games, eg tapping out the syllables of children's names, song lyrics. Invite children to play instruments one by one and encourage other children to listen carefully, ask the children to describe the sound or move to the sound of each instrument as they listen. Invite children to choose shapes to represent instruments, eg a circle could represent a tambourine, a rectangle could represent a chime bar. Children can create visual patterns with the shapes which they could then either play themselves, other children could play or an adult could play. Explore mark making to sounds. Invite children to draw to the sound of an instrument. Once children have created a mark of the sound introduce another sound for them to draw. You can then copy the children's representations, create a visual pattern and invite children to play the visual pattern. 	<ul style="list-style-type: none"> Set up a music area with a selection of instruments; invite children one by one to create a piece of music. If revisited regularly children may become familiar with the activity and you may see children developing their own ideas. Where possible record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting. Music is invisible and can get lost unless we capture and record it. Offer instruments that lend themselves well to the activity you are exploring, eg tapping instruments such as claves and drums are easier to use when exploring rhythm games, shaky instruments are more challenging to play a defined rhythm with.
--	---	--	---

Learning objectives for KS1

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and untuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using inter-related dimensions of music

Music Scheme of Work Planning

Our school uses Kapow Music to deliver music lessons. This scheme provides exposure to a wide range of musical genres and ages, broadening our pupils' knowledge of musical forms.

It provides opportunities to:

- Listen to and appraise different music

- Discover background information about genres and artists
- Complete activities based on pitch, pulse and rhythm
- Allow our pupils to compose their own music based on the genres they have learnt about

Cross-curricular links

Singing is an integral element of our curriculum. We have several opportunities year-round to incorporate music into our celebrations, including:

- Harvest festival
- Christmas performances
- Carols around the tree
- Diwali
- KS1 Federation Concert

Music helps to develop our pupils' literacy skills (language skills, rhyme, rhythm, creative writing and communicating ideas), their Maths skills (patterns and sequences), their PSHE skills (listening, reflecting and sharing) and their PE skills.

We embed music into our continuous provision through a mixture of main teaches and subtle teaching (independent jobs in our continuous provision), thus allowing the pupils' to choose to develop the skills they have learnt and to practice these.

Assessment and recording

Teacher assessment is incorporated into class teachers' medium term and weekly planning, with a focus on progression. We assess our pupils' knowledge through targeted questioning, observations and written recordings. Evidence may be displayed in books or on Class Dojo.

Resources

We have a variety of different tuned and untuned percussion instruments that are accessed regularly by all year groups across the school. These are kept in a central store to ensure that each class has access to instruments to support their learning. We also have access to the online resources on Charanga World website.

Equal opportunities

We pride ourselves on being an inclusive school, and this extends to music also. Throughout our music teaching we provide opportunities for all pupils to develop their understanding and skills and make progress.

In order to do this we adapt our lessons and learning outcomes to allow for fair learning opportunities and responding to each child's individual needs.

Where required, children with SEND will be provided with additional support in order to fully engage with the music curriculum. Opportunities for collaborative work will be planned for to enhance access for all pupils where possible.

The school aims to give musically confident and curious children the chance to further develop their skills by offering additional opportunities in continuous provision. These may include exploring instruments more deeply, engaging in simple musical problem-solving, experimenting with sound, and taking part in small investigative activities that help them think more creatively about music.

When the children are in year 2 they are given the opportunity to learn to play a musical instrument. These have included keyboard, guitar and violin.

Monitoring and review

This policy will be reviewed every two years by the Headteacher and Music Subject Leader, with any changes made to the policy being communicated to all teaching staff and the Governing Body.

The next scheduled review date for this policy is **October 2026**.

The curriculum plan will be monitored and evaluated by the Music Subject Leader, including the planning, assessment, and reporting arrangements in place.