



# *Streetsbrook Infant & Early Years Academy*



## *Policy for Music*

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## *'Learning for Life'*

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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**“Music is the most universal of all the arts. Ask any person in any city in any country what their favourite music is, and they’ll always have an answer.”**

John Suchet – Newscaster

## **INTENT**

### **Subject Statement**

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children’s needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

### **Aims**

Through the teaching of music, we aim for all children to learn to sing, play an instrument, create music together, listen to the best music the world has to offer and to develop a life-long love of music. Children actively participate in a wide range of activities in order to achieve this and, in so doing, develop their knowledge, skills and understanding of the musical elements of pitch, duration, dynamics, tempo, timbre and texture.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children’s development as learners and have a wider application in their general lives outside and beyond school.

Intent, Implementation and Impact Statement – Kapow, Music

Music is an integral part of every child’s learning and enjoyment is one of the main aims of musical activities, with such activities also contributing to a child’s physical, social, intellectual, emotional, aesthetic, creative and cultural development.

Our curriculum leader for Music is Mrs Louise Minter.

### **Cultural Capital**

Embedded into the music curriculum are opportunities for children to develop their understanding of, and appreciation for, their culture and that of others. We aim to introduce children to the best music that has been composed in order to engender an appreciation of human creativity and achievement.

### **Embedding Ambition**

By the time the children leave Streetsbrook in Year 2, we aim for all children to be able to use their voices expressively through singing songs and rhymes and have a love of a wide range of music from different genres and periods of time. They will be able to play a variety of percussion instruments accurately and they will have all have had experience of learning to play the recorder; some will be able to read simple musical notation. All children will have a secure understanding of the six musical elements of pitch, dynamics, tempo, duration, timbre and texture and be able to apply these to their music making.

All children in Year 2 have the opportunity to learn to play a musical instrument – the recorder, and this is embedded into all music sessions from the Spring Term. Children also have opportunities to take part in a range of external musical activities throughout the year and these have included singing at the school's Christmas and Summer Fairs, singing at a local Residential Care Home for the Elderly, participating in the Touchwood Choir Competition and an annual Synergy Music Festival.

## **IMPLEMENTATION**

### **Learning Environment and Resources**

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. This includes all resources required to implement each of the Kapow Music Units as well as the bespoke Nursery Curriculum.

### **Curriculum**

As outlined in Kapow's Primary Music 'Intent, Implementation and Impact Statement' the scheme has a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each unit consists of five lessons which combines the strands listed within a cross-curricular topic.

Over the course of the scheme, children will be taught how to sing fluently and expressively, and play percussion instruments accurately and with control. They will be able to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The Kapow Primary scheme enables the children to revisit previous learning multiple times in order to develop their knowledge, skills and understanding, ensuring learning is secured in their long term memory.

In addition, the children in Year 2 learn to play the recorder and a number of children access weekly Rocky Steady lessons.

The curriculum for our Nursery children has been written by the Music Leader and is based on the same principles as the Kapow Scheme.

### **How is the curriculum taught?**

Music is taught explicitly on a weekly basis. Staff ensure that the children actively participate in a range of musical activities drawn from a variety of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances.

Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each Kapow unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via Kapow webinars which are led by music subject specialists.

In addition, the children have a weekly hymn/song practise where they are taught to sing a range of songs, including simple rounds. The following principles are introduced as part of hymn/song practice sessions:

- **Warm ups** – these support the children to use their voices safely:
- **Breathing** – a proper breathing technique has the potential to result in better control over the breath and thus the quality of the voice's tone and tuning, as well as the ability to sing longer phrases
- **Posture** – correct posture (relaxed, soft knees, shoulders back) will set the body up to produce unforced but well focused sound
- **Dynamics** – an understanding of this will allow children to sing out with confidence and expression but not tip over into shouting
- **Phrasing** – this will give shape to melodic lines and ultimately create musical interest in the melody

## **Vocabulary Development**

A child's vocabulary knowledge can have a big impact on their reading and writing development and later educational success. We aim to help children develop a wide musical vocabulary through a variety of means, including the following:

- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Creating displays of key words linked to the units

## **Planning**

Both the planning for Nursery and the Kapow units of work are carefully matched to the DfE's statutory EYFS framework and statutory national curriculum. Detailed medium plans are used by staff with adaptations being made, as appropriate, to ensure the learning is accurately matched to the needs of the children.

## **Parental Engagement**

At Streetsbrook we believe working in partnership with parents is invaluable. We provide supporting information for music via our website and parents are warmly invited to join us for termly Rocky Steady concerts, school choir events and Christmas and end of year productions, all of which have music as a central theme.

## **Inclusion**

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the Music curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure all children are able to access the curriculum in a way that is appropriate to them.

## **Health and Safety**

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

## **Remote Learning**

In the case of remote learning being necessary we will provide learning opportunities through a combination of live on line lessons and by facilitating access to lesson content and resources to support independent home learning.

## **IMPACT**

### **Assessment, Marking and Feedback**

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)

- In-school summative assessment – to understand each child’s performance at the end of a period of teaching
- Statutory summative assessment – to understand each child’s performance in relation to national expectations

KS1 staff assess the children’s attainment at the end of each half-termly topic; this is recorded on a tracker and is analysed at the end of each academic year by the subject leader.

EYFS staff formally assess the children on a termly basis in line with the school’s assessment timeline.

Music is formally monitored on an annual basis, in line with the school’s Monitoring Timetabling; this includes scrutinising MTP & STP, talking with children and talking with staff. Bi-annually, the school aims for the subject leader to complete a learning walk/lesson observation to review the quality of music teaching and learning.

### **Pupil Voice**

The views of children on our Writing provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

### **Governors**

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the Music national curriculum.

### **Monitoring and review**

Our Writing curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

### **Policy Review**

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Summer term 2028.



Louise Minter  
Headteacher and Subject Leader for Music

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