

Our Mission: To improve the communities we serve for the better

Vision:

*Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.*

Music Policy

September 2021



Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life.

National Curriculum Aims

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, 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, texture, structure and appropriate musical notations.

Approach to Teaching & Learning

- Music contributes to the wider aims of Primary Education including, literacy, Computing, P.E, Art, P.S.H.E. and citizenship.
- Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills. For example, listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.
- The school policy is to plan from the National Curriculum and Foundation Stage Guidance supported by the detail from Music Express.

Pupils' Experiences

In Music opportunities will be created for pupils to:

- listen, appraise, perform and compose in a variety of genres, styles and audiences;
- undertake a balanced programme of activities;
- work individually, in groups or as a whole class;
- make appropriate use of I.C.T. to create and record music;
- make use of outside agencies, peripatetic teachers, music concerts etc;
- make use of audio/visual material;
- record findings in a variety of ways;
- to learn one musical instrument in whole class ensemble lessons;
- to participate in small group or individual musical tuition on chosen instrument using peripatetic music teachers;
- to perform to wider audiences of parents, local community and other schools at end of year productions, assemblies, Stars of the week and Christmas shows.

Resources

- Resources Cupboard: CD's, books;
- Instrument Trolley;
- Keyboards;
- Books – Library;
- Specialist music teacher ½ day per week.

Assessment

- Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. With the exception of Foundation Stage, pupils' achievements in music will be assessed half termly;
- Annual reports for parents – A statement for music is based on the extent to which a pupil has achieved against N.C. Attainment Targets.

Health and Safety Issues

- Using instruments appropriately;
- Electrical equipment will be inspected regularly.

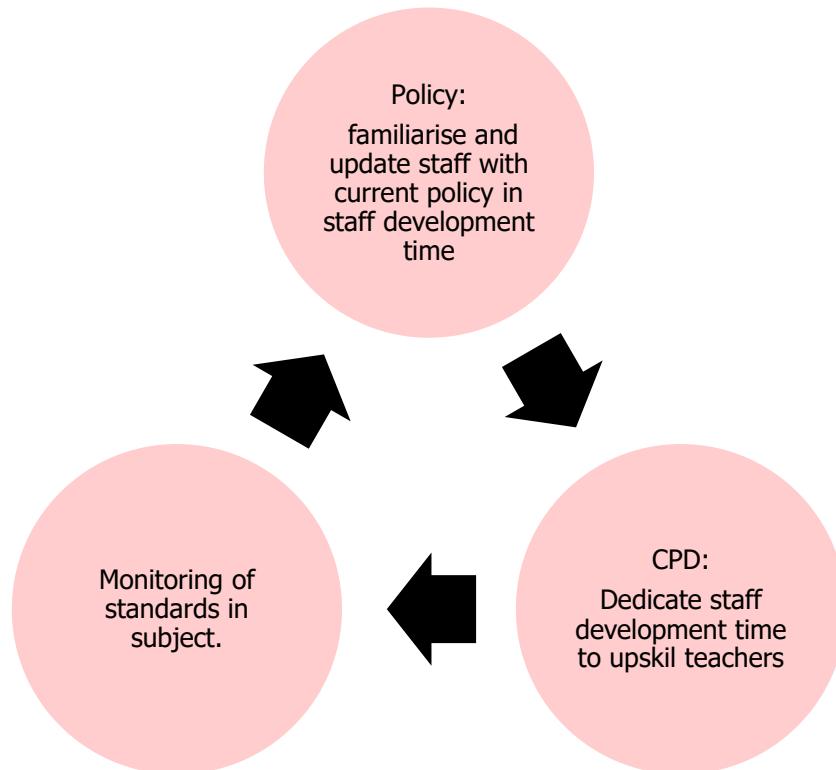
Equal Opportunities

- We aim to give every pupil the opportunity to enjoy a variety of musical activities;
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures;
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.

Monitoring

It is the responsibility of the Music co-ordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements.

This will involve the following cycle:



The Music co-ordinator will ensure that development priorities are reflected in the Subject Action Plan. They will attend termly network meetings for Music and work collaboratively with other leaders in The Forge Trust to improve the curriculum. CPD, standards and provision in the school.

National Curriculum Objectives

Year Group	Objectives
Foundation Stage (Same objectives)	<ul style="list-style-type: none"> ➤ Developing preferences for forms of expression ➤ Creates movement in response to music ➤ Sings to self and makes up simple songs ➤ Makes up rhythms ➤ Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words. ➤ Respond to their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)
Year 1 & Year 2 (Same objectives)	<ul style="list-style-type: none"> ➤ 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.
Year 3 & Year 4 (Same objectives)	<ul style="list-style-type: none"> ➤ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; ➤ Impress and compose music for a range of purposes using the inter-related dimensions of music; ➤ Listen with attention to detail and recall sounds with increasing aural memory; ➤ Use and understand staff and other musical notations; ➤ Appreciate and understand a wide-range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Year 5 & Year 6	<p>Same as Year 3 and Year 4 with the following added objective:</p> <ul style="list-style-type: none"> ➤ Develop an understanding of the history of music.

Appendix 1: Progression in Music Skills – By the end of EYFS

Being Imaginative	
30-50 months	40-60 months + ELG
<p>Developing preferences for forms of expression Creates movement in response to music Sings to self and makes up simple songs Makes up rhythms Captures experiences and responses with a range of media, such as music, dance and paint and other materials and words.</p>	<p>Respond to their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>

Appendix 2: Progression in Music Skills – By the end of KS1

Singing songs with control and using the voice expressively	Listening, Memory and Movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills	Evaluating and appraising
Find singing voice and use voice confidently	Recall and remember short songs and sequences and patterns of sounds	Identify the pulse in different pieces of music	Explore different sound sources	Play instruments in different ways and create sound effects	Contribute to the creation of a class composition	Perform long and short sounds in response to symbols	Perform together and follow instructions that combine the musical elements	Choose sounds and instruments carefully and make improvements to their own and others' work.
Sing a melody accurately at their own pitch	Respond physically when performing, composing and appraising music	Identify the pulse and join in getting faster and slower together	Make sounds and recognise how they can give a message	Handle and play instruments with control	Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'	Create long and short sounds on instruments		
Sing with a sense of awareness of pulse and control of rhythm	Identify different sound sources	Identify long and short sounds in music	Identify and name classroom instruments Identify how sounds can be changed	Identify different groups of instruments		Play and sing phrase from dot notation		
Recognise phrase lengths and know when to breath	Identify well-defined musical features	Perform a rhythm to a given pulse	Change sounds to reflect different stimuli			Record their own ideas		
Sing songs expressively		Begin to internalise and create rhythmic patterns				Make their own symbols as part of a class score		
Follow pitch movements with their hands and use high, low and middle voices		Accompanying a chant or song by clapping or playing the pulse or rhythm						
Begin to sing with control of pitch (e.g.following the shape of the melody)								
Sing with an awareness of the performers								

Appendix 3: Progression in Music Skills – By the end of Y3/4

Singing songs with control and using the voice expressively	Listening, Memory and Movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills	Evaluating and appraising
Sing with confidence using a wider vocal range	Identify melodic phrases and play them by ear	Recognise rhythmic patterns	Identify ways sounds are used to accompany a song	Identify melodic phrases and play them by ear	Create textures by combining sounds in different ways	Perform long and short sounds in response to symbols	Perform in different ways, exploring the way the performers are a musical resource	Recognise how music can reflect different intentions
Sing in tune	Create sequences of movements in response to sounds	Perform a repeated pattern a steady pulse	Analyse and comment on how sounds are used to create different moods	Select instruments to describe visual images	Create music that describes contrasting moods and emotions	Create long and short sounds on instruments	Perform with awareness of different parts	
Sing with awareness of pulse and control of rhythm	Explore and chase different movements to describe animals	Identify and recall rhythmic and melodic patterns	Explore and perform different types of accompaniment	Choose instruments on the basis of internalised sounds	Improvise simple tunes based on the pentatonic scale	Play and sing phrase from dot notation		
Recognise simple structures (phrases)	Demonstrate the ability to recognise the use of structure and expressive elements through dance	Identify repeated patterns used in a variety of music (Ostinato)	Explore and select different melodic patterns		Compose music in pairs and make improvements to their own work	Record their own ideas		
Sing expressively with awareness and control at the expressive elements. eg) timbre, tempo, dynamics	Identify phrases that could be used as an introduction, interlude and ending.		Recognise and explore different combinations of pitch sounds		Create an accompaniment to a known song	Make their own symbols as part of a class score		
Sing songs and create different vocal effects					Create descriptive music in pairs or small groups			
Understand how mouth shapes can effect voice sounds								
Internalise sounds by singing parts of a song 'in their heads'								

Appendix 4: Progression in Music Skills – By the end of KS2

Singing songs with control and using the voice expressively	Listening, Memory and Movement	Controlling pulse and rhythm	Exploring sounds, melody and accompaniment	Control of instruments	Composition	Reading and writing notation	Performance skills	Evaluating and appraising
Sing songs with increasing control of breathing, posture and sound projection	Internalise short melodies and play these on pitched percussion (play by ear)	Identify different speeds of pulse (tempo) by clapping and moving	Skills development for this element are to be found within 'Control of instruments' and 'Composition'	Identify and control different ways percussion instruments make sounds	Identify different starting points for composing music	Perform using notation as a support	Present performance effectively with awareness of audience, venue and occasion	Improve their work through analysis, evaluation and comparison.
Sing songs in tune and with an awareness of other parts	Create dances that reflect musical features	Improvise rhythm patterns		Play accompaniments with control and accuracy	Explore, select, combine and exploit a range of different sounds to compose a soundscape	Sing songs with staff notation as support		
Identify phrases through breathing in appropriate places	Identify different moods and textures	Perform an independent part keeping to a steady beat		Create different effects using combinations of pitched sounds	Write lyrics to a known song			
Sing with expression and rehearse with others	Identify how a mood is created by music and lyrics	Identify the metre of different songs through recognising the pattern of strong and weak beats		Use ICT to change and manipulate sounds	Compose a short song to own lyrics based on everyday phrases			
Sing a round in two parts and identify the melodic phrases and how they fit together	Listen to longer pieces of music and identify features	Subdivide the pulse while keeping to a steady beat			Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition			
Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice								



Policy written and agreed by music leaders in each school across The Forge Trust.

November 2019