



MUSIC POLICY

Document Status	
Author	Rebecca Clarke and Bethanie Matthews
Approval Body	SLT

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

VISION

Music is an important and valuable area of the curriculum and children should be encouraged to develop a love of music. The purpose of music is to contribute to and enrich the breadth and balance of the curriculum and to enhance the whole school environment. In addition, to meet the developing and creative needs of the children and to share our enjoyment within the wider community. The overall aim of the music curriculum is to encourage the enjoyment of and involvement in music in its broadest context. This enjoyment and involvement centres upon the philosophy that:

“Music is essentially a practical subject. Those who, however modestly, actually perform and compose music are more likely to respond to it with understanding, compared with those who do not.” (Music from 5 to 16, 1985)

INTENT

In its music provision, which is through both a discrete and cross-curricular dimension, the school intends to:

- ♪ ensure that the curriculum is accessible to all children, that it is relevant to them and approachable, whilst providing a challenge and a stimulus for self-development,
- ♪ develop a sensitive response to sound in general, and in particular to those sounds organised as ‘music’,
- ♪ develop insight through music into areas of experience, some of which cannot easily be verbalised,
- ♪ develop the capacity to express ideas and feelings through improvisations or symbolically through the medium of sound,
- ♪ develop musical concepts and skills such as singing, listening and performing, whilst engaged in meaningful musical activity,
- ♪ develop social skills and an awareness through music making of the contributions of others,
- ♪ develop, through musical activity, personal and emotional involvement and a sense of achievement both individually and as a member of a group,
- ♪ develop an awareness of a variety of musical traditions, cultures, and historical context,
- ♪ provide additional opportunities to further extend and enrich musical experiences e.g. Singing in a choir, enrichment through whole class instrumental lessons, gifted and talented groups in years 3& 4, opportunity for instrumental lessons eg piano, violin, guitar, cello, brass instruments ,
- ♪ To encourage children to sing with enjoyment and enthusiasm from an early age, free from inhibition.

LEARNING AND TEACHING

At Greenleas School, we provide a creative curriculum where musical activities are linked to other subjects whenever possible. Topics for each class are communicated before the start of each half-term.

- ♪ The Subject Leaders co-ordinate and oversee provision and development. This includes liaison within and across phase; allocation and purchase of resources; monitoring provision; advice and guidance to colleagues and contact with advisory teachers,
- ♪ Music teaching is undertaken by the class teacher,
- ♪ The school uses the Charanga music scheme which is translated into medium and short term planning,
- ♪ Children in years 2/3/4 are given the opportunity to apply for the string, brass, woodwind and percussion tuition provided by Inspiring Music,
- ♪ Children in years 2/3/4 are given the opportunity to apply for private guitar and piano lessons,
- ♪ Children in years 3 and 4 are given the opportunity to join the school choir and recorder club as part of the school’s extra-curricular activities. Year 4 can join Ukulele club,
- ♪ Children throughout the school who are learning to play instruments at home are given the opportunity to perform to their class, in assembly and at out of school events,
- ♪ Children attend Worship and Song on a weekly basis ,

- ♪ There are many opportunities throughout the year for children to perform to various audiences. These include termly open assemblies, wow days, fab finishes and festival celebrations.

Planning

The children experience a range of musical genres through listening, singing and playing. The sequence of learning is laid out in appendix A.

Resources

- ♪ Range of percussion instruments
- ♪ Small wooden percussion board
- ♪ Charanga online resource
- ♪ Visual Aids
- ♪ Keyboard and drum kit
- ♪ CD/Cassette Players
- ♪ Computing – Espresso, Music Box 2 software, 2 Simple
- ♪ Sound system in halls
- ♪ I-pods
- ♪ Microphones and stands
- ♪ Class sets of recorders
- ♪ Class set of Ukuleles

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process. Lessons are structured with opportunities for Assessment for Learning throughout. This enables teachers to evaluate what has been learned, review success criteria and address misconceptions. Assessments are used to inform planning and complete the evaluation cycle. Opportunities for peer/self-assessment are included so children understand what they have attained and what their next steps are. In addition, formal assessments are carried out during the course of the academic year.

REPORTING

Children's progress, achievements and attainment are reported at parents' consultations during the autumn and spring terms and in the end of year written report.

MONITORING AND EVALUATION

The Subject Leaders are responsible for improving the standards of learning and teaching, ensuring:-

- breadth, balance and coverage across the Music curriculum,
- a quality learning environment,
- purchasing and organising resources,
- the development and progression of music through the school by observing classes performing in their open assemblies and school performances,
- reporting to Governors and the Senior Leadership Team.

ADDITIONAL NEEDS

We aim to develop the potential of all children. Any child who is assessed to have special education needs will have targets specified on a provision map and additional support will be offered as required. Where appropriate, funding is made available for children from disadvantaged backgrounds to access music tuition via pupil premium.

Children who regularly grasp concepts rapidly and have been assessed as having mastered objectives from their year group may be identified by their class teacher as More Able and Talented. Planning for these children will focus on developing breadth and depth rather than acceleration and/or covering content more quickly.

Learning opportunities for both of these groups of children is clearly detailed on short term planning.

Appendix A – Sequence of Learning

NC14 Progression Framework Assessment - Music - KS1 – Year 1																	
Composing				Performing				Listening and Context				Sequence of Learning					
<p>All lessons are structured to explore each musical topic through listening/appraisal, - a structured study about each type of music, Games including finding the pulse, copying the rhythm or the pitch – there are optional extension games with bronze, silver and gold challenges Singing – learning the target song for the half term, Playing – playing along to the target song with different levels of difficulty and in different parts, sometimes untuned, sometimes tuned, Improvising – listening and clapping or singing back your own composition or rhythm, composing – as a whole class, a group or an individual, using an interactive program which saves the composition and performing/critiquing.</p>																	
I can use my body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.						I can use: high voice, middle voice, low voice.						I can identify a beat and join in.					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
I can use my voice to do: humming, whispers, whistles.						I can sing in tune.						I can identify the mood of a piece of music.					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Composing I can make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long - short.						I can sing in unison with a group.						I can explain to another which of two sounds is higher or lower.					
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
I can make sounds that reflect a topic						I can make and change sound on an instrument both tuned and untuned creating both long and short sounds.											
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2						
I use short given patterns in my compositions.						I can perform to an audience and improve my performance by practising.											
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2						
I can use given symbols to record long and short sounds.																	
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2												
I can say what I like and do not like about others' performances.																	
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2												

Autumn 1 Hey You!
 Recognise the style, pulse, instruments and other dimensions of a piece of music
 Learn and perform various rap songs as part of an ensemble and critique own/others' performance
 Play an instrument as part of a class group along to a learned song or rap
 Add pitch to rhythm and pulse to make a song
 Compose and perform your own rap using a backing track
Autumn 2 Rhythm in the way we walk
 Learn and perform various hip hop and reggae action songs as part of an ensemble and critique own/others' performance
Spring 1 In the Groove and 2 Round & Round
 Listen with attention to a range of musical genres including Blues, Latin, Folk, Funk, Baroque, Bhangra and develop an understanding of how pitch, rhythm and pulse change depending on genre.
 Learn and perform different raps and songs
 Critique own and others' performance
Summer 1 Use your Imagination
 Listen to and appraise songs about imagination
 Compose your own lyrics
 Compose with the song – play your own composition along with the song – with our without notation
Summer 2 Review and Consolidate

NC14 Progression Framework Assessment - Music - KS1 – Year 2																		
Composing						Performing						Listening and Context				Sequence of Learning		
<p>All lessons are structured to explore each musical topic through listening/appraisal, - a structured study about each type of music, Games including finding the pulse, copying the rhythm or the pitch – there are optional extension games with bronze, silver and gold challenges</p> <p>Singing – learning the target song for the half term,</p> <p>Playing – playing along to the target song with different levels of difficulty and in different parts, sometimes untuned, sometimes tuned,</p> <p>Improvising – listening and clapping or singing back your own composition or rhythm,</p> <p>composing – as a whole class, a group or an individual, using an interactive program which saves the composition and performing/critiquing.</p>																		
I can use my body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.						I can use: high voice, middle voice, low voice.						I can identify a beat and join in.				<p>Autumn 1 Hands Feet Heart (South Africa) Understand how the song is constructed – verse, chorus, hook, introduction. Recognise voices and instruments.</p> <p>Learn and perform and compare various south african songs as part of an ensemble and critique own/others’ performance</p> <p>Play glockenspiels / recorders as part of a class group along to a learned song</p> <p>Compare Hands Feet Heart with Soweto Gospel Choir singing The lion sleeps tonight</p> <p>Understand features of S African music</p> <p>Listen and copy back clapped rhythms</p> <p>Autumn 2 Ho ho ho (Celebrations) Christmas and festival music as a learning experience. (Funk, Xmas, jazz, pop, dance.)</p> <p>Play instruments along with song</p> <p>Perform the song with instrumental parts</p> <p>Spring 1 I wanna play in a band Rock Music and Reggae Music</p> <p>In the composition section using musical notation is introduced in Step 5 using a computer programme.</p> <p>Songs by Queen, Status Quo and the Beatles</p> <p>& 2 Zootime UB40 , ASWAD, Jimmy Cliff</p>		
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2		SUM1	SUM2
I can use my voice to do: humming, whispers, whistles.						I can sing in tune.						I can identify the mood of a piece of music.						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2		SUM1	SUM2
Composing I can make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long - short.						I can sing in unison with a group.						I can explain to another which of two sounds is higher or lower.						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2		SUM1	SUM2
I can make sounds that reflect a topic						I can make and change sound on an instrument both tuned and untuned creating both long and short sounds.												
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2							
I use short given patterns in my compositions.						I can perform to an audience and improve my performance by practising.												
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2							
I can use given symbols to record long and short sounds.												<p>Summer 1 Friendship song Listen to and appraise songs about friendship/love/companionship</p> <p>Compose your own lyrics</p> <p>Compose with the song – play your own composition along with the song – with or without notation</p> <p>Summer 2 Review and Consolidate</p>						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2													
I can say what I like and do not like about others' performances.																		
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2													

NC14 Progression Framework Assessment - Music - Lower KS2 – Year 3																		
Composing						Performing						Listening and Context						Sequence of Learning
<p>All lessons are structured to explore each musical topic through listening/appraisal, - a structured study about each type of music, Warm up games and flexible games, to find the pulse or tune and get ready for singing Singing – learning the target song for the half term, Playing – playing along to the target song with different levels of difficulty and in different parts, Improvising – listening and clapping or singing back your own composition or rhythm, composing – as a whole class, a group or an individual. Improvising and Composing happen at the end of the half term block.</p>																		
I can use my voice and copy a given scale.						I can sing expressively in time to the beat and rhythm.						I can begin to identify how many beats are in a bar when listening to pieces of music.						<p>Autumn 1 Let your Spirit Fly! Style for this half term is R&B using the song Let your Spirit Fly, plus Barry White and Marvin Gaye. Use of Music Explorer composition tool to create parts for instruments Understanding of Dynamics</p> <p>Autumn 2 Glockenspiel Stage 1 This block involves learning to play the glockenspiel</p> <p>Spring 1 Three Little Birds Develop a deeper understanding of reggae music through learning and performance of 3 little birds with instruments.</p> <p>Spring 2 The Dragon Song This is a multi cultural unit looking at traditional music and songs from a range of countries and cultures.</p> <p>Summer 1 Bringing Us Together In this unit children explore the values of friendship and kindness through the medium of disco music, with later opportunities to improvise and compose</p> <p>Summer 2 Review and Consolidate Think about the history of music using Western Classical music and sequence all the other genres featured across the year.</p>
I can compose three note patterns.						I can perform given compositions/songs from memory.						I can explain what I think a piece of music's purpose could be.						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	
I can compose simple tunes using a pentatonic scale (a scale with 5 notes).						I can take part in two-part songs.						I can compare pieces, thinking about pitch, mood, rhythm and tempo.						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	
I can improvise repeated patterns (ostinato).						I can take part in two-part harmonies.						I can evaluate others' work, thinking about pitch, mood, rhythm and tempo.						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	
I can create my own symbols to represent different sounds and instruments in compositions.						I can perform simple rhythmic and melodic patterns on an instrument to accompany a song.						I can find similarities and differences in the work of a great composer/musician from history.						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	
I can reflect on, and improve my own work e.g. I can evaluate pieces against given criteria.						I can perform as part of a group and individually to an audience.						I can express opinions about music from the past.						
AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	

NC14 Progression Framework Assessment - Music - Lower KS2 – Year 4																							
Composing						Performing						Listening and Context						Sequence of Learning					
<p>All lessons are structured to explore each musical topic through listening/appraisal, - a structured study about each type of music, Warm up games and flexible games, to find the pulse or tune and get ready for singing Singing – learning the target song for the half term, Playing – playing along to the target song with different levels of difficulty and in different parts, Improvising – listening and clapping or singing back your own composition or rhythm, composing – as a whole class, a group or an individual. Improvising and Composing happen at the end of the half term block.</p>																							
I can use my voice and copy a given scale.						I can sing expressively in time to the beat and rhythm.						I can begin to identify how many beats are in a bar when listening to pieces of music.						<p>Autumn 1 Mamma Mia! Style for this half term is 70s pop tunes by ABBA. Use of Music Explorer composition tool to create parts for instruments</p> <p>Autumn 2 Glockenspiel Stage 2 This block involves learning to play the glockenspiel building on Year 3</p> <p>Spring 1 Stop A song about bullying, and a range of genres from hip hop to tango to bossa nova.</p> <p>Spring 2 Lean on Me Gospel Music and it's relationship to American blues and R&B, and Slavery spirituals.</p> <p>Summer 1 Blackbird A half term study of the some of the Beatles' songs, and Blackbird as a song about racism and social protest.</p> <p>Summer 2 Review and Consolidate Think about the history of music using Western Classical music and sequence all the other genres featured across the year.</p>					
AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2											
I can compose three note patterns.						I can perform given compositions/songs from memory.						I can explain what I think a piece of music's purpose could be.											
AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2											
I can compose simple tunes using a pentatonic scale (a scale with 5 notes).						I can take part in two-part songs.						I can compare pieces, thinking about pitch, mood, rhythm and tempo.											
AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2											
I can improvise repeated patterns (ostinato).						I can take part in two-part harmonies.						I can evaluate others' work, thinking about pitch, mood, rhythm and tempo.											
AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2											
I can create my own symbols to represent different sounds and instruments in compositions.						I can perform simple rhythmic and melodic patterns on an instrument to accompany a song.						I can find similarities and differences in the work of a great composer/musician from history.											
AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2											
I can reflect on, and improve my own work e.g. I can evaluate pieces against given criteria.						I can perform as part of a group and individually to an audience.						I can express opinions about music from the past.											
AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2						AUT1 AUT2 SPR1 SPR2 SUM1 SUM2											