

**MANOR ROAD PRIMARY SCHOOL**



**MUSIC POLICY**

**January 2022**





**Manor Road Primary School**

**Music Policy**

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## **Manor Road Primary School**

### **Music Policy**

#### **INTRODUCTION**

This policy reflects the school values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This document is intended for all teaching staff, school governors and parents.

#### **AIMS**

Music is a powerful and unique form of communication that can change the way pupils feel, think and act. It increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

At Manor Road Primary School children learn through practical involvement in a wide range of musical experiences and music-making to develop skills in performing, composing and appraising. By engaging children in making and responding to music, music teaching offers opportunities for them to:

- develop their understanding and appreciation of a wide range of different kinds of music, developing and extending their own interests and increasing their ability to make judgements of musical quality;
- acquire the knowledge, skills and understanding needed to make music, for example in community music-making, and, where appropriate, to follow a music-related career;
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

#### **CURRICULUM AND SCHOOL ORGANISATION**

The school uses a variety of teaching and learning styles in Music lessons. The principal aim is to develop children's knowledge, skills and understanding in Music. Teachers ensure that the children develop acute listening skills and apply their developing knowledge and understanding when performing, composing and appraising. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect. Children critically evaluate their own performance and compositions and those of others, including music of western and other

cultures. They have the opportunity to use a wide range of instruments and resources, including IT.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability, and setting different tasks for each group;
- providing a range of challenges through the provision of different resources;
- using additional adults to support the work of individual children or small groups.

## **SUBJECT PLANNING**

Music is a foundation subject in the National Curriculum. Our school uses Kapow, which supports pupils to develop a broad knowledge and understanding of Music. Kapow is a world-leading music teaching and learning platform. It provides teachers with a vast library of resources, songs, instrumental courses and creative apps to keep music lessons engaging for all children. The scheme provides equal opportunities for pupils to explore music making through composition and performance also. Our school plans using a progression of skills approach and the Kapow resources enable teachers to cover a detailed progressive curriculum across the whole school.

Focused skills are also taught as discrete elements where appropriate, normally to ensure that pupils can access the key learning in the curriculum.

We carry out the curriculum planning in Music in three phases: long-term, medium-term and short-term.

- The long-term plan maps out the essential elements of Music that pupils will learn, which will inherently develop the key skills and objectives outlined in the National Curriculum.
- A medium-term plan is provided by the Kapow programme. It offers full coverage of the Foundation Stage, Key Stage 1 and Key Stage 2 National Curriculum and it is categorized the content into four areas: Performing, Listening, Composing, The History of Music. Each unit of work has a Knowledge Organiser which sets out the learning, instruments and vocabulary needed to teach the unit. There are also detailed teaching and Learning videos to support the teachers and pupils.
- Lesson plans are available and can be annotated and adapted to suit the needs and abilities of children in each class and to link with other topics and areas of the curriculum or as stand-alone units.

The Musical Curriculum at Manor Road has been created to build musical understanding by developing the prior learning of the children. This also gives opportunities for pupils to challenge their skills as they move through the school.

## **The Foundation Stage**

We encourage the development of skills, knowledge and understanding that help Foundation Stage children make sense of their world as an integral part of the school's work. In the Foundation Stage, we relate the development of music to Creative Development objectives set out in the Early Learning Goals. These underpin the curriculum planning for children aged three to five. This learning forms the foundations for later work in Music. These early experiences include the opportunity to sing, explore sounds and dance and/or move to music. In particular, our pupils will learn to recognise and explore how sounds can be changed; sing simple songs from memory; recognise repeated sounds and sound patterns; and match movements to music. They will also learn to communicate their ideas, thoughts and feelings by singing a variety of songs and using musical instruments.

## **Key Stage 1**

During Key Stage 1, children will learn to listen carefully and respond physically to a wide range of different kinds of music. Pupils will be able to sing expressively and creatively by singing a wide variety of songs, chants and rhymes. They will play tuned and untuned musical instruments creating short compositions, with increasing confidence, imagination and control. They will explore and enjoy the way sounds and silence can create different moods and effects, as well as beginning to develop an understanding of the interrelated dimensions that form music.

## **Key Stage 2**

During Key Stage 2, children will sing songs and play instruments to develop increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They will have opportunities to improvise, and develop their own musical compositions, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They will explore their thoughts and feelings, through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures. As a result of this, pupils should develop an understanding of the history of music. Pupils will also begin to notate ideas, using staff and graphic notations.

## **The Scheme of Work**

The Long term plan for music is reviewed on an annual basis to ensure children cover a broad and balanced curriculum suitable for our children  
A copy of the Long Term Plan for Music can be found on the school website.

## **CLASS ORGANISATION AND TEACHING STYLE**

Within classes pupils are taught individually, in groups or as a class when appropriate. It is recognised that through group work co-operation, effective learning and understanding are promoted, but to ensure differentiation, matching and assessment children may work individually or as a class.

The majority of lessons will be practical and all will involve concentrated listening, performing, composing and appraising.

## **RESOURCES AND ACCOMMODATION**

Our school has a wide range of resources to support the teaching of Music across the school. These are mainly kept in central locations but can be located for ease of access and exploration in music areas of the classroom as appropriate. It is the class teacher's responsibility to collect and return resources after use and inform the subject leader of specific requests regarding resources.

External teachers will be provided or signposted for pupils who wish to take up instrumental tuition. The school has some instruments available but they will generally be provided by parents or the Lancashire Music Service.

## **INCLUSION**

At our school we teach Music to all children, whatever their ability and individual needs. Music complements the school curriculum policy of providing a broad and balanced education to all children. Through our Music teaching we provide learning opportunities that enable all pupils to make good progress.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

## **EQUAL OPPORTUNITIES**

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

## **ASSESSMENT**

Assessment is used to inform future planning and to provide information about individuals throughout their time in this school.

Assessment techniques will ensure that teachers assess the on-going learning process and not just the finished outcomes.

These techniques should include:

- teachers' observation of pupils
- teacher – pupil discussion and teacher questioning
- pupils' drawings, notes, models, comments and written work
- pupils' on-going analysis of their achievements
- photographs of children engaged in Music activities
- use of IT as appropriate

Assessment must match statutory requirements for the subject, teacher assessment is statutory.

Work will be assessed in line with the Assessment, Recording and Reporting Policy.

Targets will be set and reviewed termly.

## **RECORD KEEPING AND REPORTING**

Records of pupils' achievements are kept to:

- plan pupils' future learning
- report progress to parents
- maintain a written record of pupils' learning
- provide a curricular record for each pupil
- fulfil legal requirements

Information on a child's progress in Music will be communicated to parents in a written report at the end of each academic year and termly progress must be reported on the Non-Core Assessment document for each year group.

Staff must also provide a record of their class' achievements and progress using the videoclips that can be uploaded to the server for the Subject Leader to monitor.

## **SUBJECT LEADER ROLE**

The teacher responsible for co-ordinating Music is Carol Atkinson and her role is described in her job description. This may include the following:

- plan work with teachers
- support teacher planning and preparation
- prepare policy and scheme of work
- develop policy and scheme of work with staff
- liaise with transfer school staff
- prepare a subject development plan
- leading staff meetings
- plan and lead inset activities
- provide consultancy, advice, skills
- in-class teaching support

- specifying and ordering resources in consultation with staff
- monitoring and maintaining condition and availability of resources
- monitoring teaching and learning in Music

## **EVALUATION**

The Music subject leader gives the head teacher and board of governors regular reports which evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader is specially allocated management time in order to review evidence of the quality of teaching and learning across the school according to the priority schedule of foundation subjects.

Such evidence should take into account:

- pupils' achievements
- coverage of programmes of study
- analysis of teacher planning
- staff development
- classroom observation
- external inspection/advice

Policy written by: Carol Atkinson

Policy written: January 2022

Policy reviewed: As required

## Music Long Term Overview

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
<b>Reception</b>		<b>Celebration Music Christmas Performance</b>		<b>Exploring Sounds</b>		<b>Musical Stories</b>
<b>Learning Focus</b>	<p>Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p> <p>Understanding the World -Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups.</p> <p>-ELG: Being Imaginative and Expressive&gt; Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive&gt;Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>		<p>Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding.</p> <p>-ELG: Listening, Attention and Understanding&gt; Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Understanding the World -Explore the natural world around them</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p>		<p>Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p> <p>-ELG: Being Imaginative and Expressive&gt;Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	
<b>Personalisation and Subject Links</b>				Computing and the use of iPads to record and play back.		Computing and the use of iPads to record and play back.
<b>Key Vocabulary</b>	listen respond explore create sing share perform pulse, pitch rhythm			listen respond explore create sing share perform pulse, pitch rhythm		listen respond explore create sing share perform pulse, pitch rhythm

<b>Oak YR1 NC</b>	<p>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.</p>					
	<p><b>Animals-</b> Singing short songs from memory, adding simple dynamics          Playing instruments expressively          Responding expressively to music using your body          Creating and selecting appropriate sounds to tell a story</p>	<p><b>Christmas Performance</b></p>		<p><b>Super Heroes-</b>          Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo)          Recognising tempo and pitch changes          Experimenting with tempo and pitch using tuned a</p>		<p><b>By the Sea-</b>          Performing from graphic notation          Listening to and commenting on the descriptive features of music          Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest</p>
<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>	chant round dynamics tempo rhythm			Accelerando compose glockenspiel chime bars xylophone tambourine claves drum		Pitch timbre vocal sounds dynamics tempo graphic score
<b>Elm YR1 NC</b>	<p>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.</p>					
	<p><b>All about Me –</b>          Clapping and playing in time to the pulse          Playing simple rhythms on an instrument          Understanding the difference between pulse and rhythm          Improvising vocally within a given structure</p>	<p><b>Christmas Performance</b></p>		<p><b>Under the Sea-</b>          Understanding musical vocabulary using a variety of percussion and untuned instruments</p>		<p><b>Fairytales-</b> Performing short chants from memory, with expression          Responding to a sound by likening it to a character or mood          Creating and selecting sounds to match a character or mood</p>
<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>	In time pulse rhythm			Pulse dynamics timbre pitch rhythm tempo		Timbre pulse rhythm

<b>Year 2 NC</b>	<p>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.</p>					
	<p><b>On this Island-</b>          Singing with confidence and expression Using musical vocabulary to describe the music they hear Creating and making improvements to a soundscape</p>	<p><b>Christmas Performance</b></p>		<p><b>Animals-</b> Recognising playing a short rhythm from simple notation Suggesting improvements to their work Relating music to feelings Creating short sequences of sound on a given idea</p>		<p><b>Traditional Western Stories</b>          Performing a story using vocal and instrumental sound effects Recognising timbre changes Improvising vocal sound effects for a story Creating a tune to describe a character</p>
<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>	Inspiration motif soundscape			Structure notation dynamics tempo timbre rhythm call and response		Strings woodwind brass percussion dynamics sound effects tempo timbre vocals
<b>Year 3 NC</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.          Improvise 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 notation.          Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.          Develop and understanding of the history of music.</p>					
	<p><b>Mountains</b>          Performing a soundscape accurately, fluently and expressively Recognising and explaining the changes within a piece of music using musical vocabulary Telling a story through layers of melody and rhythm Appreciating classical music and unp</p>		<p><b>Chinese New Year</b>          Playing a pentatonic melody from letter notation Maintaining a part of during a group performance Discussing the features of Chinese music using musical vocabulary Combining three pentatonic melodies with untuned percussion to create a group composition</p>		<p><b>India</b>          Performing a traditional Indian song with voices and instruments from staff notation Recognising the stylistic features of Indian classical music Creating an Indian-inspired composition using drone, rag and tal Consider how music developed differently in other parts of the world</p>	

<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>	Compose composition notation graphic score ensemble melody soundscape rhythm		Crescendo pentatonic notation stave letter notation		Bollywood notation graphic score stave letter notation tal rag drone improvising	
<b>Year 4 NC</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notation. (*Rivers only)</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop and understanding of the history of music. (*South America only)</p>					
	<p><b>Rivers</b></p> <p>Singing in two parts with expression and dynamics Performing a vocal ostinato as part of a layered ensemble Using musical vocabulary to describe the detailed features of a piece of music Suggesting improvements to their own and others work Creating a rhythmic ostinato</p>		<p><b>South America</b></p> <p>Playing syncopated rhythms with accuracy, control and fluency Recognising the stylistic features of samba music Composing a rhythmic break Learning about the origin of samba music</p>		<p><b>Rain Forests</b></p> <p>Accurately performing a composition as part of a group Identifying scaled dynamics (crescendo / decrescendo) within a piece of music Creating body percussion rhythms Creating a melody loop on tuned percussion</p>	
<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>	Ostinato acapella rounds harmony cue		Rhythm syncopation off-beat break		Appraising melody rhythm contrast layers transition	
<b>Year 5 NC</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notation. (*Blues only)</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop and understanding of the history of music.</p>					

	<p><b>Holi Festival</b> Participating in a class performance Representing a known piece of music using a graphic score Creating vocal compositions based on a picture and a colour</p>		<p><b>Musical Theatre</b> Participating in a group performance to tell a story Performing a vocal ostinato as part of a layered ensemble Identify the features of songs from musical theatre Composing an original piece or using familiar songs to tell a story Understanding what musical theatre looked and sounded like across decades</p>		<p><b>Blues-</b> Performing the blues scale on a tuned percussion instrument Hearing when songs play the 12 bar blues Improvising a blues performance Understanding how this genre of music came to be</p>	<p><b>Y5/6 Production</b></p>
<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>	Graphic score synaesthesia major minor layering		Composer librettist lyricist director musical director choreographer designer performers character song action song transition score script		12-bar blues chord scale ascending scale descending scale blues scale improvisation bent notes bar quaver	
<b>Year 6 NC</b>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notation.</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop and understanding of the history of music.</p>					
	<p><b>Songs of World War 2</b> Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when</p>		<p><b>Film Music</b> Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p>		<p><b>Leavers Song</b> improvising over and singing known melodies to a 4-chord backing track Singing in an ensemble with 2 or more independent parts Performing a song as a class with accuracy, fluency, control and expression Identifying</p>	<p><b>Y5/6 Production</b></p>

	singing				the way that the features of a song can complement one another to create a coherent overall effect Using musical vocabulary correctly when describing the features of a piece of music Writing song lyrics within a given structure Composing a melody within a given structure	
<b>Personalisation and Subject Links</b>						
<b>Key Vocabulary</b>	expression dynamics melody melody line counter melody pitch score graphic score		Chromatics composition evoke graphic score imagery improvise major key minor key modulates notate pitch sound effects sound track tremolo unison		Lyrics tempo arrangement chords chord progression melody dynamics verse-chorus structure rhyming pattern backing track	