



# Music Policy & Long Term Overview

Date written / reviewed	September 2024
Date of next review	September 2026
Headteacher	<i>R Hill</i>
Chair of Governors	<i>J Goodwin</i>

## **Curriculum Intent Statement:**

### ***'A Family Committed to Making a Difference'***

At Friezland Primary School we aim to develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world. Our Curriculum is designed with this in mind. We aim to encourage a life-long love of learning and develop skills for life through the delivery of exciting, challenging and stimulating experiences within and beyond the classroom.

The Music curriculum is important because music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to all genres of Music. Music should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum.

## **Aims**

At Friezland Primary School, we aim to provide quality teaching and learning of music to ensure 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.

## **Implementation**

### **Early Years Foundation Stage (EYFS)**

Music-making and singing aids the general development and well-being of our very young. Regular musical activity both child-led and adult-led can help support children's acquisition of language and communication. It can aid their personal and social development, their physical agility, well-being, imagination and creativity. Songs cover diverse topics. For example, animals, Harvest, Christmas, Easter, Diwali, human experiences, emotions, friendships, counting songs, nursery rhymes, etc. Musical activities may also help towards an understanding of maths and allow us to make sense of our world. The Reception Class also has access to the Charanga Scheme.

## **Key Stage 1 and 2 Curriculum**

The Charanga scheme (from Oldham Music Service via The Greater Manchester Music Hub) is the basis for our school's curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning. The learning within this scheme is based on:

- Listening and Appraising,
- Musical Activities (including Creating and Exploring)
- Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. (See Appendix - This shows progression from Year 1 – Year 6).

## **Curriculum Planning**

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those end points. This is set out in detail in our Charanga Music scheme. (See Appendix)

The scheme sets out in detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The progression in teaching from one year to the next
- The associated key vocabulary children are expected to learn and understand
- Adaptable individual lesson plans and resources

Our curriculum is coherently planned, sequenced and implemented so that new knowledge and skills build on what has already been taught.

## **Additional Music Teaching**

Guitar, ukulele and keyboard tuition is offered by private peripatetic teachers. Parents who wish their children to learn one of these instruments can hire a musical instrument from the teacher and pay the additional music fees on a termly basis. These lessons are taught during the school day.

## **Cross-Curricular Learning**

### **English**

Music contributes to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs with attention to diction, meaning, rhythm and rhyme. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### **Maths**

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based.

### **Personal, Social, Health and Economic Education (PSHE Ed)**

Music contributes significantly to the teaching of personal, social, health and economic education. Through the common goal of making music, children learn to work effectively with other people and to build up good relationships. Music is the basis of many social activities and plays an important role in personal development and building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### **Spiritual, Moral, Social and Cultural Development (SMSC)**

Creating, performing or listening to music is a moving and spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Friezland have the opportunity to encounter music from different cultures and through their growing knowledge and understanding of the music they develop more positive attitudes towards different cultures and religions. We use a variety of musical experiences to enhance our collective worship.

### **Computing**

Technology enhances the teaching of music in all key stages. The Charanga Music Scheme is technology based and provides backing tracks and the ability to record music. Children may also use computer programs, such as Garageband, to compose their own musical ideas. Technology is used to enhance research skills and to improve the presentation of work.

### **Thinking and Enquiry skills**

At Friezland we are keen to establish a whole school approach to developing philosophy and thinking skills which will reinforce and develop the children's ability to problem solve, explore ideas, ask relevant questions and use strategies to find answers and make comparisons.

### **Inclusion**

At our school we teach Music to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who present with a musical talent. Work in Music takes into consideration the targets set for individual pupils.

### **Equal Opportunities**

Provision is made for all pupils regardless of ability, disability, Special Educational Need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally and the school will take measures against adults who do not abide by this ethos.

### **Health and Safety**

First hand experiences of performing and listening are an essential part of music work and it is important for children to have the opportunity to explore and appreciate live music.

Risk assessments for musical trips are stored in the educational visits file in the headteacher's office and on the EVOLVE website (see the educational visits policy for more information).

### **Impact**

At the end of a unit of work, teachers assess children against the National Curriculum expectations. This is then used to inform planning for next steps in learning, for reporting to parents at the end of the year and by the Music subject leader to assess the attainment of standards.

### **Assessment for Learning**

The class teacher will assess children's work in Music by making informal judgments during lessons through; questioning, observing and eliciting children's ideas. On completion of a piece of work, the teacher assesses it and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Children are also encouraged to make judgements about how they can improve their own work and peer assessment is used.

### **Reporting to Parents**

Parents receive a written assessment of their child's ability in Music at the end of each academic year and have the opportunity to discuss their child's progress at termly parent teacher meetings.

### **Resources**

Practical tuned and untuned percussion instruments are kept on the main corridor and in the music trolley which can then be wheeled into classrooms for ease of movement around the school.

Teachers all have access to the Charanga website and have been issued with individual passwords to enable them to deliver the music lessons to their classes.

Resources for collective worship/ assemblies, singing and listening are kept in the hall (CDs and access to the Sparkyard website).

### **Roles & responsibilities**

#### **Headteacher & Governing Board**

The Headteacher and Governing Board are responsible for:

- involvement with developing policy and practice;
- overseeing the standards of music and
- approving the acquisition of new resources.

#### **Subject Leader**

The subject leader is responsible for:

- The audit and identification of resources for purchase for Music.

- Liaising with the Resource Team to ensure effective maintenance and ease of access to resources;
- Monitoring and evaluating the implementation of the scheme of work and its effectiveness for teaching and learning;
- Reviewing short term planning;
- Delivering relevant inset training to other members of staff;
- Preparing an activity plan based on the school cycle of develop practice, monitor, evaluate, review and school development priorities;
- Writing, modifying and reviewing, in consultation with other staff and governors, the policy document for Music,
- Report on standards to the governing body.

See also Class Teacher’s job description, which includes the key tasks and responsibilities of the subject leader.

**Class Teacher**

The Class teacher is responsible for:

- Planning and delivering the Music Curriculum
- Assessing children’s work both formatively and summatively using the ‘I Can..’ Statements (See Appendices), and
- Reporting to parents and the Music coordinator.

**Monitoring & Evaluating**

Policy and practice in Music are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of Music will be monitored by the Music coordinator in conjunction with the head teacher. Monitoring may take the form of lesson observations, planning, book scrutinies and pupil questionnaires. Feedback will be given to all staff along with recommendations to inform future policy and planning. Personal development of the Music coordinator will be maintained to ensure that new initiatives and curriculum updates are fed back to staff and incorporated into regular practice. All staff are involved in the review and development of the Music policy.

**Data Protection Statement**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school’s Data Protection Policy.

<b>Data Audit for the Music Policy</b>					
<b>What?</b>	<b>Probable Content</b>	<b>Why?</b>	<b>Who?</b>	<b>Where?</b>	<b>When?</b>
Pupil assessment data  Pupil end of term reports	Name  D.O.B.  Teacher Assessment data	Monitor a child’s progress and identify next steps	All Staff  (as necessary)	Staff electronic records  Data is deleted / shredded as necessary	Held on File throughout a child’s time at school  Key data is passed onto a new School when

					<p>moving on</p> <p>Some data is archived until the child is 25 (e.g. SEND pupil)</p>
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As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

# Appendices



## Friezland School Progression Document for Music

Class	Yearly Objectives
Year 1	<ul style="list-style-type: none"> <li>I can use my voice to speak, sing and chant</li> <li>I can use instruments to perform</li> <li>I can clap short rhythmic patterns</li> <li>I can make different sounds with my voice and instrument</li> <li>I can repeat short rhythmic and melodic patterns</li> <li>I can make a sequence of sounds</li> <li>I can respond to different moods in music</li> <li>I can say whether I like or dislike a piece of music</li> <li>I can choose sounds to represent different things</li> <li>I can follow instructions about when to play or sing</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>I can sing and follow a melody</li> <li>I can perform simple patterns and accompaniments keeping a steady pulse</li> <li>I can play simple rhythmic patterns on an instrument</li> <li>I can sing or clap increasing and decreasing tempo</li> <li>I can order sounds to create a beginning, middle and an end</li> <li>I can create music in response to different starting points</li> <li>I can choose sounds to create an effect</li> <li>I can use symbols to represent sounds</li> <li>I can make connections between notations and musical sounds</li> <li>I can listen out for particular things when listening to music</li> <li>I can improve my own work</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>I can sing a tune with expression</li> <li>I can play clear notes on instruments</li> <li>I can use different elements in my composition</li> <li>I can create repeated patterns with different instruments</li> <li>I can compose melodies and songs</li> <li>I can create accompaniments for tunes</li> <li>I can combine different sounds to create a specific mood or feeling</li> <li>I can use musical words to describe a piece of music and compositions</li> <li>I can use musical words to describe what I like and do not like about a piece of music</li> <li>I can recognise the work from at least one famous composer</li> <li>I can improve my work explaining how it has been improved</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>I can perform a simple part rhythmically</li> <li>I can sing songs from memory with accurate pitch</li> <li>I can improvise using repeated patterns</li> <li>I can use notation to record and interpret sequences of pitches</li> <li>I can use notation to record compositions in a small group or on my own</li> <li>I can explain why silence is often needed in music and explain what effect it has</li> <li>I can identify the character in a piece of music</li> <li>I can identify and describe the different purposes of music</li> <li>I can begin to identify the work of Beethoven, Mozart and Elgar</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>I can breathe in the correct places when singing</li> <li>I can maintain my part whilst others are performing their part</li> <li>I can improvise within a group using melodic and rhythmic phrases</li> <li>I can change sounds and organise them differently to change the effect</li> <li>I can compose music which meets specific criteria</li> </ul>

	<p>I can use my music diary to record aspects of the composition process</p> <p>I can use notation to record groups of pitches (chords)</p> <p>I can choose the most appropriate tempo for a piece of music</p> <p>I can describe, compare and evaluate music using musical vocabulary</p> <p>I can explain why I think music is successful or unsuccessful</p> <p>I can suggest improvement to my own work and that of others</p> <p>I can contrast the work of a famous composer with another, and explain my preference</p>
Year 6	<p>I can sing in harmony confidently and accurately</p> <p>I can perform parts from memory</p> <p>I can take the lead in a performance</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords)</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created</p> <p>I can analyse features within different pieces of music</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time</p>

### Learning progression

Depth of learning through Charanga Musical School

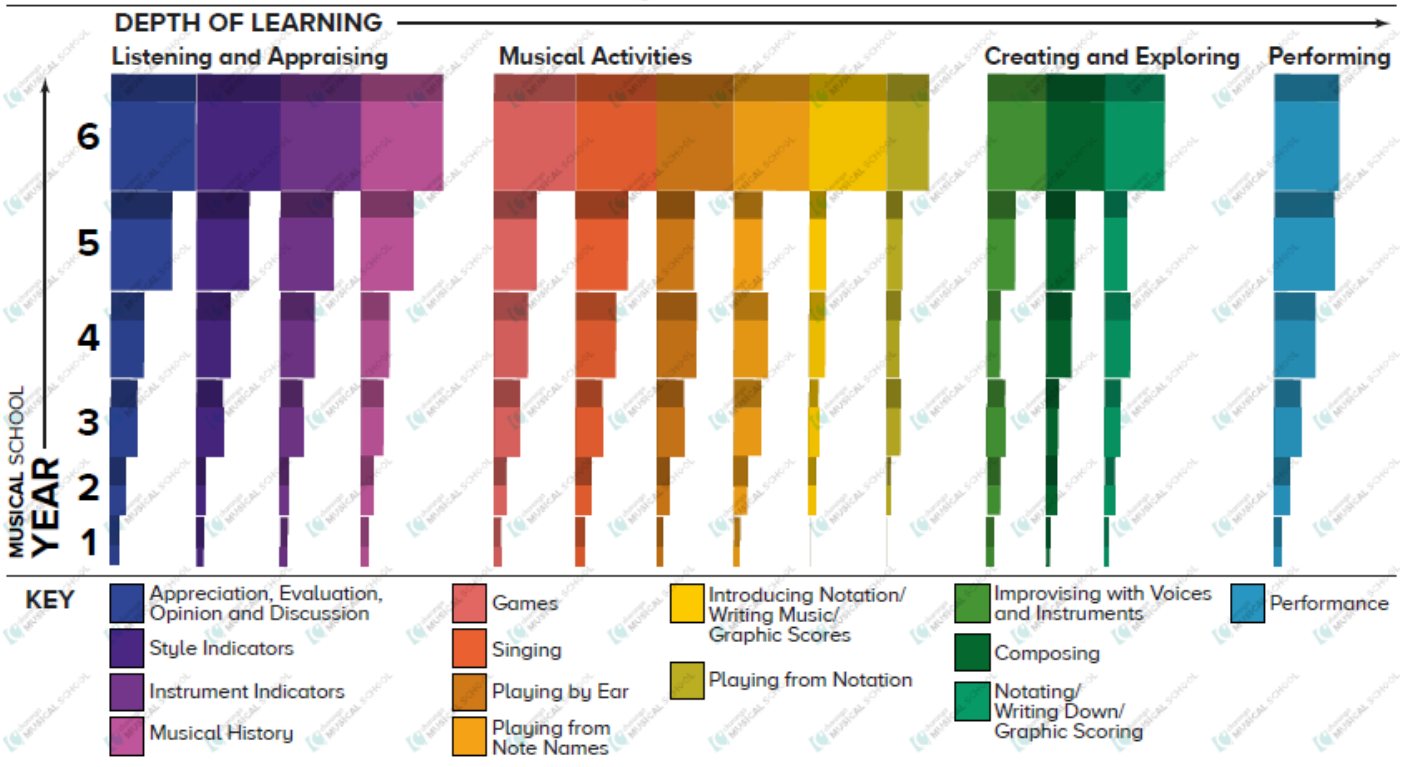


#### National Curriculum 2014:

"...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..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."



## Scheme of Work

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR R</b> OVERVIEW & PLANNING	Mel 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 1</b> OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm in The Way We Walk and Ranna Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 2</b> OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 3</b> OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 4</b> OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 5</b> OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
<b>YEAR 6</b> OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music and Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6