

KINETON GREEN PRIMARY SCHOOL



MUSIC POLICY

March 2021

(revise 2024)

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1. Kineton Green Primary School's Learning Intent

Pupils' learning and development is at the heart of our school's curriculum. Our intent is to create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world. Underpinning this are our values of respect, safety, trust, confidence and engagement in learning through a broad and balanced curriculum.

1.1 Music Intent

At Kineton Green Primary school, our music curriculum intends to inspire self-expression, creativity and encourages our children on their musical journey, as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers, performers and as composers, all will enable them to become confident, reflective musicians.

1.2 Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. Our Music education aims to engage and inspire pupils to develop a love of music and their talent as musicians. Pupils should be given opportunities to increase their self-confidence, creativity and sense of achievement through different musical experiences. As pupils progress through the school, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Through the teaching of Music, Kineton Green Primary School aims to:

- Ensure staff and pupils enjoy engaging in musical discovery.
- Develop musical skills, knowledge and understanding to enable children to deepen their responses to music.
- Widen each child's experience of music from around the world, from different times and places
- Encourage independent, paired, grouped and whole class work to enable pupils to develop exploration, evaluation and creative skills.
- Develop social skills, self confidence and self-esteem through working together on musical activities such as performance or composition.
- Develop an independent approach to learning which supports self-confidence and self-discipline.
- Help pupils to develop lively enquiring minds and apply themselves to tasks, striving for excellence.

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 notation

Music within our Curriculum:

Music is a foundation subject and the scheme of work takes into account the requirements of the current National Curriculum orders. It develops opportunities for performing, composing, listening and appraising. Foundation Stage Music is linked to Curriculum Guidance for Foundation Stage and Solihull Early Years Medium Term Plans.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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

Key Stage 2

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
- 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 notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

2. Implementation of the Music curriculum

Long term planning for music is mostly based on schemes of work from Charanga.

The Subject Leader has responsibility for medium term plans, which aim to include clear guidance, detail and sequencing for all staff. Each year group has access to a range of resources (year group based or communal) including detailed plans, guidance notes, appropriate resources, planning sheets and information for assessment. The Music Subject Leader also gives guidance to staff on ideas and activities to use within lessons and advises staff when teaching any particularly tricky topics that require extended subject knowledge.

Units of work acknowledge whole school performance activities (Harvest, Christmas, Easter etc.). Children are encouraged to use and develop musical skills during whole school or class assemblies/productions/festivals.

We are currently using “Charanga” throughout the School (see appendix 1). This serves as a basis to aid and enhance teaching, but is not intended to be rigidly adhered to. Music will be incorporated within the curriculum topics, where possible and Solihull’s Music service curriculum map objectives (see appendix 2).

Where appropriate and when accessible, links with external musicians to provide experiences of live music as audience or participants are included.

Short term planning is the responsibility of staff to ensure assessment for learning informs short term plans. The Subject Leader will support staff and monitor planning. Staff are encouraged to use their own musical skills, providing children with positive role-models as musical learners (the freedom to use professional judgement).

3. Impact – Making a difference

In the classroom, a lesson’s learning objectives should always be shared with the pupils and their achievements reviewed in the plenary.

Every year group will have key objectives, from their unit of work, to measure achievement against. This will be recorded on a tracking sheet against the National Curriculum. Evidence for assessment includes audio recordings (or visual when appropriate) for each term and may include notes from the lessons referring to individual pupils who are working towards, have met or have exceeded key objectives (see appendix 3 - learning progression map)

The importance of monitoring and evaluation is acknowledged to ensure appropriate delivery and improved planning of the music curriculum. The Subject Leader will collect recordings and monitor performances.

4. Extended and Extra-Curricular Activities

School prides itself on ensuring that the music curriculum is extended to pupils and also enriched for some pupils via choice through extra-curricular activities.

Extended activities include:

- access to professional musicians in school
- concerts
- trips
- cluster workshops and projects
- school productions & festivals
- whole school singing assemblies (new repertoire & vocal development)
- assemblies
- listening to music during the school day – e.g in the classroom/assembly

Extra-curricular activities include:

- a range of instrumental tuition (woodwind, guitar)
- musical ensembles
- choir
- a Year 5 and 6 production in partnership with Langley Secondary.

5. Resources

A range of resources, both year group specific and communal, are available to support the music curriculum in all key stages. Musical instruments, including a piano, keyboards and guitars are stored within the music room (Foundation Stage have their own set of early years instruments). A large digital Clavinova is stored in the hall. Books, published resources and audio-visual resources are stored in the library and can be borrowed through the normal school library system. All classes have access to CD/cassette players and there is a hi-fi and speaker system in the hall. There is a CD recorder and microphone, which can be used to record and evaluate class/group compositions.

6. Instrumental Provision

Instrumental tuition is offered to all pupils as follows:

Years 3 – 6 Clarinet, flute, guitars,

Lessons are held weekly for 33 weeks of the year. For the most part, pupils receive their musical tuition within small groups of between two and four pupils. The number of children within a group determines the length of lessons (which varies in proportion). These closely follow the Music Service and Government recommendations as follows:

- Groups of 2 20 minutes
- Groups of 3/4 30 minutes

When necessary, some specific pupils will receive individual tuition. However, this will only occur when the child is:

- the only one learning a specific instrument
- highly talented and needs individual attention and could not be taught effectively within a group where other children are at a different stage of learning

School does not subsidise instrumental lessons due to budget constraints. Parents are required to contribute the majority of the cost of lessons and pay within the first month of the new term. Pupils and parents are also required to sign a contract committing to instrumental lessons for 1 year.

There is effective communication between staff and instrumental teachers. Regular contact through brief meetings in school or telephone conversations is held to track pupils' progress and if necessary report any concerns or commendations. Pupils who learn a musical instrument both within and out of school are encouraged to bring them into school to use within their regular curriculum music lessons. This enables them to share and develop their skills further. Pupils who learn instruments within school regularly share their skills and development to the school community, including parents, in assemblies and concerts.

7. Wider Opportunities Scheme for Music

The Wider Opportunities Scheme for Music has been implemented within school (Sept 2005). Solihull Music Service has been employed to carry out this scheme in Year 4, where all pupils learn a string instrument. The instrumental tutors and school music subject leader have agreed a teaching programme for the year and this is delivered in weekly hour-long sessions (over 33 weeks).

School purchased a set of instruments which the children borrow over the year. School is subsidising this scheme and pupils and parents have agreed to and signed a Musical Instrument Home/School Agreement, which protects school instruments used in this scheme.

Pupils put on a concert each year to share progress with parents. During the summer term, Year 3 children and parents are invited to an evening concert to give an insight into what they will be learning next academic year. The Year 4 class teacher and the music subject leader will evaluate this project over the year and will consult the Head Teacher on repeating/adapting the scheme.

8. Inclusion

Kineton Green School values all pupils and celebrates diversity of experience, interest and achievement. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum. In keeping with our ethos and 'Five Bees' we believe that all children should be equally valued in school and strive to develop in an environment where all children can flourish.

This does not mean that we treat all children the same way, but will respond to each in ways which take account of their varied life experiences and needs. In line with the Special Educational Needs and Disabilities Policy staff will, using assessment, take into account pupils' strengths and barriers to ensure that learning opportunities are purposeful for all via the use of 'additional to' and/or 'different from' provision.

Refer to Special Educational Needs and Disabilities Policy for further detail.

9. Equal Opportunities & SEN

The music curriculum follows the School's policy to allow equal access to benefits, facilities and services to prepare all pupils to contribute positively to society; to develop respect and understanding; to encourage challenge of stereotypes; celebration of differences and to have high expectation of all regardless of social background, sex, ability or culture.

10. Home/School Links

Parents/ careers are always welcomed to support class or group performances, concerts and assemblies.

Information about events and topics to be covered in each term will available on the school Year group curriculum document and via Dojo.

11. Review







This policy is reviewed in line with the school's policy review programme, every three years.

Appendix 1 – example of unit work seen on Charanga

Spring 1: Three Little Birds



Steps

-  **LAUNCH**
Step 1 ... MORE
-  **LAUNCH**
Step 2 ... MORE
-  **LAUNCH**
Step 3 ... MORE
-  **LAUNCH**
Step 4 ... MORE
-  **LAUNCH**
Step 5 ... MORE
-  **LAUNCH**
Step 6 ... MORE

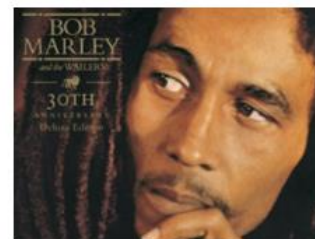
Overview

Three Little Birds by Bob Marley – a Reggae song.

This unit contains all the classic teaching resources you would expect; Listen & Appraise apps, new progressive Warm-up Games, Flexible Games, new progressive improvisation resources, and a new compose tool.

The supporting lesson plans and documentation have been streamlined with a revised and fully supportive Activity Manual.

This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Reggae songs.



Documentation

Key Documents (2) [SHOW](#)

Lesson Plans (15) [SHOW](#)

Lyrics & Scoring (69) [SHOW](#)

Scheme Support (9) [SHOW](#)

The Progression of Knowledge & Skills (1) [SHOW](#)

Knowledge Organisers (1) [SHOW](#)

Teacher Assessment (1) [SHOW](#)

Childrens' Assessment (1) [SHOW](#)

Vocabulary (1) [SHOW](#)

Appendix 2 – Example of Year group objectives.

Year 1

Play and Perform

Aims
Learn how to create and control contrasting sounds musically using voice, body percussion and classroom percussion instruments.

Internalise the pulse and understand what a steady beat means in music.

Respond to a variety of music through focused listening, voice, body percussion, classroom percussion and physical movement.


Pupils will learn:

- 1.To play and perform repeated rhythmic patterns using voice, body percussion and classroom percussion.
- 2.To respond to pictorial symbols from a graphic score using voice, body percussion, classroom percussion instruments.
3. Play classroom percussion instruments with increasing control – getting louder/quieter; faster/slower; keeping a steady beat at different tempi.
4. Performance skills as part of taking part in a number of performance opportunities (school assembly, school productions)
- 5 To join in and stop as appropriate – learn how to follow a leader/be a conductor.

Sing and use their voices

Aims
To find and use their speaking and singing voices confidently within the pitch range (middle C-A)

Explore and experiment the dimensions of music through their speaking and singing voices.



Pupils will learn:

- 1.To speak, sing or chant together in time internalising the pulse.
- 2.To sing songs with some awareness of how the music moves up and down in pitch.
- 3.To sing and/or speak songs, chants and rhymes in a variety of styles to convey different moods (e.g. speaking, singing, whispering etc.)
4. To promote solo opportunities for pupils to use and hear their speaking and singing voices individually.
5. To sing with an awareness of other performers.

Pulse	Rhythm	Pitch	Tempo	Dynamics
Thinking voice	Rest	Silence	Melody	Song
Sound	Instrument	Vocabulary	High	Low
Long	Short	Drum	Triangle	Claves
Beater	Voice	Clap	Sing	Solo

Create and Compose

Aims
Experiment and explore contrasting sounds that can be created using body percussion, voice, classroom percussion and objects from the environment.

Choose sounds to represent different ideas or concepts and create a sequence.

Pupils will learn:

- 1.To explore and experiment with contrasting dimensions of music using voices, body percussion and classroom percussion.
- 2.How different sounds can be created on musical instruments, voice, body percussion and other objects found in the environment around us.
3. How to create sequence of sounds in response to a given stimulus.

Listen and Recall

Aims
Listen and begin to describe key features of music.

Begin to recall and clap rhythmic patterns.

Respond accurately to simple call and response sounds and melodic patterns that creatively explore the speaking and singing voice.

Pupils will learn:

- 1.To explore how musical elements such as pulse or pitch can be found in the environment all around us. (door bell, school bell, ticking clock)
- 2.To be able to describe how the music they are listening to makes them feel.
- 3.To be able to accurately respond to call and response patterns using the voice, hand signs or classroom percussion instruments in a variety of styles.
4. To be able to listen with focus and recall the sense of pitch, pulse and rhythm using voices, body actions or hand signs.

Appreciate and Understand

Aims
Listen and begin to describe key features of music.

Begin to recall and clap rhythmic patterns.

Respond accurately to simple call and response sounds and melodic patterns that creatively explore the speaking and singing voice.

Pupils will learn:

- 1.To explore how musical elements such as pulse or pitch can be found in the environment all around us. (door bell, school bell, ticking clock)
- 2.To be able to describe how the music they are listening to makes them feel.
- 3.To be able to accurately respond to call and response patterns using the voice, hand signs or classroom percussion instruments in a variety of styles.
4. To be able to listen with focus and recall the sense of pitch, pulse and rhythm using voices, body actions or hand signs.

Appendix 3 - Year group progression map

Areas of Learning	Previous knowledge and understanding	Pupils will Learn	Future Learning																																				
Play and Perform	To add sound to a story/rhyme/journey to represent actions and emotions. To play and perform using various instruments to create and accompany music from different genres and cultures.	To create and perform sound sequences using classroom percussion and control them musically responding to a range of different stimuli. To follow instructions on when to play and sing together. To learn how to internalise the pulse and understand what a steady beat means in different pieces of music. To performance skills as part of taking part in a number of performance opportunities (school assembly, school productions)	To play and perform repeated rhythmic patterns using voice, body percussion and classroom percussion. To respond to pictorial symbols from a graphic score using voice, body percussion, classroom percussion instruments. Play classroom percussion instruments with increasing control – getting louder/quieter; faster/slower; keeping a steady beat at different tempi. Performance skills as part of taking part in a number of performance opportunities (school assembly, school productions) To join in and stop as appropriate – learn how to follow a leader/be a conductor.																																				
Sing and use their voices	To explore new and known songs and rhymes that pupils can explore and learning using different pitches.	To speak, sing or chant together in time internalising the pulse. To sing songs with some awareness of how the music moves up and down in pitch (Middle C-A). To sing and/or speak songs, chants and rhymes in a variety of styles to convey different moods (e.g. speaking, singing, whispering etc.) To promote solo opportunities for pupils to use and hear their speaking and singing voices individually. To sing with an awareness of other performers. 	To sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. To sing songs with awareness of how the music moves up and down in pitch (middle C-C) and be able to internalise (thinking voice) parts of a song, rhyme or chant. To understand that melody is the term to describe how the single line of music that moves up and down in pitch we sing or play. To sing and/or speak songs, chants and rhymes in a variety of styles to convey different moods. To promote solo opportunities for pupils to use and hear their speaking and singing voices individually To sing with an awareness of other performers. 																																				
Create and Compose	To use a various instruments to create and accompany music from different genres and cultures. To encourage children to modify, develop using different sound makers and experiment with sounds and rhythm and a appropriate vocabulary.	To explore and experiment with contrasting dimensions of music using voices, body percussion and classroom percussion. How different sounds can be created on musical instruments, voice, body percussion and other objects found in the environment around us. How to create sequence of sounds in response to a given stimulus.	To experiment and explore with contrasting dimensions of music using voices, body percussion and classroom percussion. How sounds can be made, changed and organised to create simple patterns using voices, body percussion or percussion instruments to contribute towards an intended outcome How to create and use symbols to represent different sounds. Create and choose and order sounds in response to a given stimulus.																																				
Listen and Recall	To play games that allow pupils to listen and recall actions that allow them to move rhythmically. (e.g. marching, skipping, twisting swirling)	To explore how musical elements such as pulse or pitch can be found in the environment all around us. (door bell, school bell, ticking clock) To be able to describe how the music they are listening to makes them feel. To be able to accurately respond to call and response patterns using the voice, hand signs or classroom percussion instruments in a variety of styles. To be able to listen with focus and recall the sense of pitch, pulse and rhythm using voices, body actions or hand signs.	To recognise the interrelated dimensions in the music they sing, play, internalise and listen to. To be able to describe how the music they are listening makes them feel. To listen and respond by naming instruments heard and describing how sound is created (blow, shake, hit etc.) To be able to accurately respond to call and response patterns using the voice, body percussion or classroom percussion instruments in a variety of styles.																																				
Appreciate and understand	To use music (listening experiences) and media (DVDs) to explore different artists, genres and cultural music. To discuss responses to music with adults and peers through their musical experiences.	How music can be played and performed for many different purposes and in different contexts. To listen and respond a variety of musical styles, genres and traditions from across the British Isles and around the world. How to listen watch a variety of performances and respond appropriately to music in different contexts (in a place of worship, in a school assembly, peer group performances, at a disco) Identify when there are changes in tempo, dynamics and pitch Explain how I feel about music I listen to and how it makes them feel.	How music can be played and performed for many different purposes and in different contexts. .To listen and respond a variety of musical styles, genres and traditions from across the British Isles and around the world. To listen with concentration to recorded or live music, recognising when musical ideas are repeated Identify when there are changes in tempo and dynamics and texture. About the five sections of the orchestra and the role of the conductor. About life as a musicians and how time and place have influenced their work.																																				
Vocabulary	Rhythm Pitch Long Short Drum	Pulse, Tempo , Dynamics Thinking voice , Rest, Silence, Melody Triangle, Beater, Claves, Voice, Solo	<table><tr><td>Pulse</td><td>Rhythm</td><td>Pitch</td><td>Tempo</td><td>Dynamics</td><td>Thinking voice</td><td>Clap</td><td>Sing</td><td>Ornate</td><td>Pentatonic</td><td>Scale</td><td>Texture</td></tr><tr><td>Rest</td><td>Silence</td><td>Melody</td><td>Song</td><td>Sound</td><td>Instrument</td><td>Conductor</td><td>Orchestra</td><td>Musician</td><td>Glockenspiel</td><td>Claves</td><td>Strings</td></tr><tr><td>Solo</td><td>Drum</td><td>Triangle</td><td>Claves</td><td>Beater</td><td>Voice</td><td>Brass</td><td>Woodwind</td><td>Percussion</td><td>Compose</td><td>Improvise</td><td>Year 2</td></tr></table>	Pulse	Rhythm	Pitch	Tempo	Dynamics	Thinking voice	Clap	Sing	Ornate	Pentatonic	Scale	Texture	Rest	Silence	Melody	Song	Sound	Instrument	Conductor	Orchestra	Musician	Glockenspiel	Claves	Strings	Solo	Drum	Triangle	Claves	Beater	Voice	Brass	Woodwind	Percussion	Compose	Improvise	Year 2
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