




MUSIC POLICY

Policy Date:	March 2021	Version: Summer Term 2021 (1) – Chris Daye – Subject Lead		
Policy Review Date:	March 2023	Mrs R Dulieu (Head teacher)	 Signature	03/12/21 Date
Ratified by Governing Body:				
Name: Raj Gill-Harrison		R Gill-Harrison (digitally signed)Signature	7/12/21 Date	

1. Curriculum Intent - Music Curriculum Intent:

Be passionate about Music!

- o *Music is a language that is understood by everyone and strongly develops creative thinking. Music education should be engaging as well as developing a love of music. Children will become talented musicians and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will be able to listen and speak confidently about a piece of music allowing them to become composers of their own pieces.*

The Music Curriculum supports the whole school curriculum intent by delivering a curriculum that:

- Develops a love of learning and an interest of sounds, rhythm and the arts.
- Ensures the children have the opportunity to make links within the subject, across subjects and to prior learning.
- Exposes children to a broad range of musical experiences both at school and beyond the classroom, inspiring our pupils to build a wider cultural capital and support their learning of different genres and their acquisition of musical vocabulary.
- Teaches children to listen to each other with respect and review and evaluate their work and that of their peers across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Supports children to develop skills of enquiry, creativity and evaluation of their learning.
- Develops children's subject specific skills with regards to building self-confidence and a sense of achievement.
- Requires children to develop skills to work collaboratively and independently in order to achieve better outcomes.
- Develops the child's key characteristics, which are essential for learning and living.

2. Organisation and planning - Implementation of the Art Curriculum

Lessons are designed to ensure full coverage of the expectations set out in the Early Adopters EYFS Curriculum Framework and the National Curriculum and offer the opportunity for both knowledge and skills progression. Children are encouraged to develop their emotional expression through their artwork and be able to analyse their own work and that of others. The Curriculum is planned to develop the child's vocabulary by learning the technical language of art – ensuring the knowing, applying and understanding of these terms. It also ensures that pupils are taught to apply their character education work in their lessons, encouraging them to apply these to their work by developing their understanding of their character muscles.

The knowledge and skills progression map for Music ([Appendix A](#)) is organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is thematic, creative, broad and makes links to other subjects.

- How the curriculum suits the local needs – The School is part of the City Classroom Network in which staff receive CPD opportunities through The Mighty Creatives and the children benefit from the schools links with Leicestershire Schools Music Services.(LSMS)
- How the skills and knowledge is designed, delivered and sequenced, considering the planning of Music through the use of the Knowledge Organisers as our planning documents.
- That the children have access to high quality resources, tools and well stocked materials to enable effective curriculum delivery.

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - statutory framework](#).

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements

- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Subject Leaders

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Subject Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through: planned Governor Visits, reading the end of year Governor’s Reports and Subject Action Plans and looking at subject data and outcomes.
- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, in sketchbooks and scrapbooks, etc. Staff & pupil interviews to get the teachers and children’s opinions, which support measuring the impact.
- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.

- The Head Teacher and the Subject Leader will review this policy every two years. At every review, the policy will be shared with the governing board.

7. Links with other policies

This policy links to the following policies and procedures: The Assessment Policy & The Teaching & Learning Policy.

Appendix A = Progression & Skills Map for Music – pages 5 – 11

MUSIC Progression of Skills from EYFS to KS2

MUSIC	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<u>SKILLS:</u> LMS Scheme of Work: Units 1 -6 <u>OVERVIEW</u>	<u>Expressive Arts</u> <u>ELG:</u> Sing simple songs from memory; recognise repeated sounds and sound patterns and match movements to music	<i>To develop a love of listening to and creating music from different genres and be competent in the objectives of units 1-6</i>	<i>To develop a love of listening to and creating music from different genres and be competent in the objectives of units 1-6</i>	<i>To become confident at recognising music from different genres, styles and cultures. To recognise some musical symbols and notation. To be competent in the objectives of units 1-6</i>	<i>To become confident at recognising music from different genres, styles and cultures. To recognise some musical symbols and notation. To be competent in the objectives of units 1-6</i>	<i>To have a deep love of listening to and creating musical patterns from different genres, styles and traditions. To perform, sing and play confidently and to be competent in the objectives of units 1-6</i>	<i>To have a deep love of listening to and creating musical patterns from different genres, styles and traditions. To perform, sing and play confidently and to be competent in the objectives of units 1-6</i>
<u>Character Muscle</u>	<i>Enthusiasm; Attention; Imagination</i>	<i>Enthusiasm; Confidence; Independence; Concentration</i>	<i>Enthusiasm; Confidence; Independence; Concentration</i>	<i>Enthusiasm; Confidence; Inventive;</i>	<i>Confidence; Inventive; Enthusiasm</i>	<i>Confidence; Positivity; Problem solving; Improving</i>	<i>Confidence; Positivity; Problem solving; Improving</i>
UNIT 1 PULSE	<p>I can imitate movements in response to music</p> <p>I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</p> <p>I can explore, respond and</p>	<p>I can create, explore, respond and identify long and short sounds.</p> <p>I can follow and create simple musical directions: fast, slow and stop/start</p>	<p>I can sing and play to a steady beat (pulse) and understand the difference between pulse and rhythm when singing, dancing or playing an instrument.</p>	<p>I can sing and play confidently and fluently, maintaining a steady pulse.</p> <p>I can maintain my part in a piece.</p> <p>I can follow and lead simple performance directions.</p>	<p>I can sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm)</p> <p>I can respond to basic symbols</p>	<p>I can maintain a strong sense of pulse throughout pieces with and without syncopation.</p> <p>I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments</p>	<p>I can maintain a strong sense of pulse and recognise when going out of time.</p> <p>I can listen to and evaluate different genres of music; styles and traditions as well as follow basic shapes of music and notation.</p>

	identify long and short sounds.	I can keep a steady beat whilst playing an instrument (pulse) fairly accurately.	I recognise rhythmic pattern	I can comment and evaluate my own and others work.	(standard notation and graphical). Eg: read musical symbols		I can maintain an independent part in a group whilst showing an awareness of others.
UNIT 2: VOICE	<p>I can sing songs, which contain a small range of notes (2 or 3 notes for example).</p> <p>I can perform actions to accompany songs. (Move like a snake, spider etc.)</p>	<p>I can sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence.</p> <p>I can follow performance instructions including starting and stopping with accuracy.</p> <p>I can recognise and represent higher and lower sounds using graphic notation.</p>	<p>I can sing, with accuracy, within a range of notes.</p> <p>I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo)</p> <p>I can recognise and demonstrate the link between pitch and shape using graphic notation.</p>	<p>I can sing fluently.</p> <p>I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)</p> <p>I can hear a melody and create a graphic score represent it.</p>	<p>I can sing with an awareness of my breathing and pronunciation.</p> <p>I can sing fluently with confidence.</p> <p>I can use standard or graphic notation to create a melody.</p> <p>I can play and sing as part of an ensemble.</p> <p>I understand and can sing songs from different cultures.</p> <p>I can share opinions about a class performance using musical vocabulary.</p>	<p>I can sing and maintain an independent part.</p> <p>I can experiment and perform sounds made by my voice.</p> <p>I can follow and perform a vocal piece using a graphic / notated score.</p>	<p>I can experiment with and refine sounds with my voice.</p> <p>I can maintain a part in a performance with my voice.</p> <p>I can create and perform a vocal piece by following a graphic / notated score.</p>
UNIT 3: RHYTHM	I can explore rhythm through play and create rhythms and	I can begin to understand the differences between pulse and	I can demonstrate I understand the differences between pulse and	I can listen and play rhythmic patterns confidently and	I can maintain simple rhythmic patterns and play confidently and	I can confidently maintain an independent part when playing an	I can use a variety of musical devices, timbres, textures, techniques when

	<p>suggest symbols to represent I can keep a steady pulse when playing I can recognise a different tempo. I can listen and take turns.</p>	<p>rhythm through physical movement, playing and singing I can use graphic notation to record rhythms. I can listen to ideas and learn from others.</p>	<p>rhythm through physical movement, playing and singing. I can perform with a good sense of pulse and rhythm. I can use graphic notation to record rhythm and offer comments.</p>	<p>still maintain the pulse. I understand the difference between pulse and rhythm when I play and create graphic notation. I can talk about other friends work.</p>	<p>fluently maintaining the pulse. I can aurally identify, recognize, respond to and use musically basic symbols. I can comment and evaluate my own and others work.</p>	<p>instrument in a small group. I can respond to and use musically basic symbols including Western notation. I can comment and evaluate my own and others work.</p>	<p>creating and playing music. I maintain an independent part when playing an instrument. I can follow and interpret notation. I can comment and evaluate my own and others work.</p>
UNIT 4: PITCH	<p>I can sing broadly in tune with a limited pitch range. I can create music, and suggest symbols to represent sounds. I can record and comment on my voice and others.</p>	<p>I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. I recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can use graphic notation to record pitch.</p>	<p>I can sing in tune within a given pitch range, and perform with a good sense of pulse and rhythm. I can listen with increasing confidence to different genres of music and make observations about a piece. I understand about musical dynamics and can demonstrate this. I can recognise and have an awareness of the link between</p>	<p>I can begin to create simple rhythmic patterns, melodies and accompaniments and sing fluently. I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range. I can comment and evaluate my own and others work.</p>	<p>I can sing within a given range using clear diction. I recognise and respond to musical symbols and standard notation. I can create simple melodies including rhythmic patterns and accompaniments. I can listen and evaluate a range of live and recorded music from different traditions, genres and styles.</p>	<p>I can begin to demonstrate increasing confidence, expression, and level of musicality through taking different roles in performance and rehearsal (playing a solo melody, group ostinato, conductor, evaluator, pulse keeper). I can begin to use a variety of musical devices, timbres, textures, techniques etc</p>	<p>I can begin to demonstrate increasing confidence, expression, and level of musicality through taking different roles in performance and rehearsal (playing a solo melody, group ostinato, conductor, evaluator, pulse keeper). I can begin to use a variety of musical devices, timbres, textures, techniques etc</p>

			shape and pitch using notation.		I can comment and evaluate my own and others work.	when creating and making music. I can comment and evaluate my own and others work.	when creating and making music. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. I can comment and evaluate my own and others.
UNIT 5: TECHNOLOGY	To explore and change sounds and music through play and technology. To comment and respond to recordings of own voice, other classroom sounds. To create music and suggest symbols to represent the sounds.	To use technology to create and change sounds. To demonstrate an understanding of musical structure To comment and respond to recordings of own and other's compositions.	To experiment changing and combining sounds, using technology. To comment and respond to a variety of live and recorded music, making statements and observations about musical structure. To demonstrate a deeper understanding of musical structure, through discussing musical structure.	To use technology to create, change and combine sounds. To recognise and use basic musical structure. To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.	I can use my voice, sounds, technology and instruments in creative ways. I can recognise, respond and use basic musical structure. I can comment on and evaluate the features of own and other's music, with a focus on the structure used.	I can use my voice, sounds, technology and instruments in creative ways. I can use and identify key features of music. I can comment on and evaluate the features of my own and others music with a focus on the structure used.	To experiment with voice, sounds, and technology and instruments in creative ways. To use a variety of musical devices when making music to include timbres, textures, techniques. To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres. To share opinions about own and

							others music and be willing to justify these, using technical vocabulary.
UNIT 6: 20th CENTURY MUSIC	<p>To comment and respond to recorded music from different traditions genres, styles and times.</p> <p>For eg: <i>'This music is makes me feel happy/sad</i></p> <p><u>Composers/ Genres:-</u></p> <p>Country music, Big Band, Michael Jackson</p>	<p>To listen to recorded music, and use one element, from different traditions genres, styles and times.</p> <p><u>Genres</u></p> <p>Experimental.</p> <p>Folk music,</p> <p>Disco</p>	<p>I can listen to and recognise some features of film music.</p> <p>I can draw musical symbols to represent sounds and perform songs altering the mood of my voice.</p> <p>I can comment and evaluate my own and others work.</p> <p><u>Genres:</u></p> <p>Film Music:- Cruella de Ville(101 Dalmatians)</p>	<p>To listen to and use features of recorded music from different genres, traditions and styles.</p> <p>I can comment and evaluate my own and others Work</p> <p><u>Genres/ Composers</u></p> <p>Theme from S – Express</p> <p>Philip George & Dragonette – Feel This Way</p> <p>Paul Johnson – Get Get Down</p> <p>Marshall Jefferson - Move Your Body</p>	<p>To listen to and use features of recorded music from different genres, traditions and styles.</p> <p>To demonstrate quality of key musical skills and techniques.</p> <p>I can comment and evaluate my own and others work.</p> <p><u>Genres/ Composers:</u></p> <p><u>Minimalism;</u></p> <p>Musicals;</p> <p>Pop Music;</p> <p>(Kraftwerk)</p> <p>Musicals- Mamma- Mia, Lion King.</p>	<p>To listen to and use features of recorded music from different genres, traditions and styles</p> <p>To demonstrate quality of key musical skills and techniques.</p> <p>To experiment with voice sounds, technology and instruments in creative ways.</p> <p>To listen to and critique my work and others.</p> <p><u>Genres:</u></p> <p>Jazz: Rhythm and Blues</p> <p>Big band Music</p>	<p>To listen to and use features of recorded music from different genres, traditions and styles</p> <p>To demonstrate quality of key musical skills and techniques.</p> <p>To experiment with voice sounds, technology and instruments in creative ways.</p> <p>To listen to and critique my work and others and be able to justify my comments.</p> <p><u>Genres:</u></p> <p><u>Minimalism</u></p> <p>Steve Reich, Terry Riley and Philip Glass,</p>

					Pop-Music: Beyonce		
<u>KNOWLEDGE</u>	To develop a love and interest of sound, rhythm and the arts. To build up a repertoire of simple songs/nursery rhymes.	To develop a love and interest of sound, rhythm and the arts as well as develop a love and appreciation of all kinds of music from different styles and genres.	To be able to identify and recognise different styles of music as well as begin to begin to understand and read simple music symbols and comment about my work.	To be able to identify and recognise different styles of music as well as begin to begin to understand and read simple graphic notation. To be able to create and perform simple melodies and sing confidently. I can evaluate and give feedback about my work and others.	To be able to listen to, create and perform a simple piece confidently. To identify different styles of music from different genres, traditions cultures. I can create musical patterns and read standard graphic notation. I can sing within a given range showing clear and good diction. I can evaluate and give feedback about my work and others.	As year 4 but also to follow a musical score and sing and play a small piece competently. To read confidently standard musical notation as well as experiment with voice sounds, technology and instruments in creative ways. I can evaluate and give feedback about my work and others.	As Year 5 but also to use a variety of musical devices when making music to include timbres, textures, techniques. To sing, play and perform in a group or a solo confidently. To critique own and others work and be able to justify my reasons.
RESPOND AND REVIEW APPRAISAL SKILLS	To think and be able to talk about how music makes you feel, eg: happy, sad, excited!	To be able to express how they feel when they hear a piece of music or play a musical instrument. How can they make their performance better?	To begin to listen and analyse different pieces of music/genres and respond by identifying changes in mood and sound. To make changes to their own work to improve by	To listen and be able to identify and comment on different musical genres/styles. To respond to a piece of music confidently and when performing their own composition to	To listen and be able to identify and comment on different musical genres/styles. To respond to a piece of music confidently and when performing their own composition to	To describe, analyse and compare different musical styles. To become confident at musical notation and begin to use musical terms in their work.	To describe, analyse and compare different musical styles. To be confident at musical notation and use a range of musical vocabulary in their work.

			changing sound or instrument.	perform with expression. To analyse and improve on their own compositions.	perform with expression. To analyse and say why they have altered their work.	To comment on their own and others work suggesting improvements.	To comment and evaluate own and others work suggesting ways to improve.
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