



Chancellor Park Primary School Music Policy

Purpose of Study

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 the best in the musical canon.

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Attainment Targets

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.

Opportunities for Personal, Social Health Education

Opportunities to...

- express feelings, thoughts and ideas.
- be creative.
- team work.

Subject Content

Early Years Outcomes:

They represent their own ideas, thoughts and feelings through music, dance, role play and stories. Children sing songs, make music and dance.

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 untuned instruments musically.

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- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the interrelated 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 interrelated 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.

How is Music taught throughout the school?

The school uses the scheme, Charanga, to support and enhance the teaching of Music. This is a complete scheme which follows the Music national curriculum.

See Appendix 1- Medium Term Plans

Inclusion and Equal Opportunities

At our school we teach Music to all children, whatever their ability. All children are provided with equal access to the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected attainment outcomes. When pupils are working below the expected outcome within Music, differentiated activities including considering the classroom organisation, teaching materials and teaching style is considered so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the children's needs.

Pupils on the Special Educational Needs register, including those on Health Care Plans, One Plans along with targeted pupils may have specific Music related targets where a priority is appropriate.

Assessment & Reporting

We assess children's work in Music by making informal judgements as we observe them during each Music lesson. On completion of a piece of work, the teacher marks the work and comments as necessary, in line with the marking policy. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they are emerging, working at expected or exceeding the unit outcome. We use this as a basis for assessing the progress of the child at the end of the year. The Music subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected end of year outcomes are in Music for each year group.

See Appendix 2 - Assessment Grids

Resources

The school is well resourced for the teaching of Music. Where new units and programmes of study have been introduced with the new curriculum, budgets have been allocated to the subject leaders to resource these areas to support teaching and learning.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader. The work of the Music subject leader also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Policy Review

This policy was updated September 2017 by the Music Subject Leader and Senior Management Team and will be reviewed every 3 years unless the need for review arises beforehand.

Appendix 1 Year 1

Subject	<u>Autumn</u>	<i>IDEAS</i>	<u>Spring</u>	<i>IDEAS</i>	<u>Summer</u>	<i>IDEAS</i>
	Topic: Animals and Me		Topic: Where we live		Topic: Fire and Ice	
Music	<p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>-African music and dance.</p> <p>-Singing Songs about themselves (head shoulders knees and toes)</p>	<p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Background music to pictures of our town.</p> <p>Local music such as blur and a class band.</p>	<p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.4 experiment with, create, select and combine sounds</p>	<p>Fire songs and making background music to fire.</p> <p>-London's burning.</p>

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Year 2

Subject	<u>Autumn</u> Topic: Great Fire of London	<i>IDEAS</i>	<u>Spring</u> Topic: Living and growing	<i>IDEAS</i>	<u>Summer</u> Topic: Florence Nightingale	<i>IDEAS</i>
Music	<p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes (from memory)</p> <p>control of breath and dynamics.</p>		<p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with create, select and combine sounds using pitch.</p>		<p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Play tuned and untuned instruments musically listen with concentration and understanding to a range of high quality live and recorded music</p>	

Subject	<u>Autumn</u> Topic: Mountain/Volcanoes	<i>IDEAS</i>	<u>Spring</u> Topic: Romans	<i>IDEAS</i>	<u>Summer</u> Topic: Rainforests	<i>IDEAS</i>
Music	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Sing songs from memory, with control of breath, dynamics, rhythm and pitch, improving pronunciation and phrasing.</p> <p>Play and perform in ensemble contexts, using their voices with increasing accuracy and control.</p>	XMAS	Mu2/1.6 Develop an understanding of the history of music. Listen to others performances and give simple feedback.	Soldiers/armies	<p>Mu2/1.4 use and understand staff and other musical notations.</p> <p>Play simple pieces from short musical patterns and symbols, with increased skill and control.</p> <p>Appreciate a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians.</p>	Tribal Rainforest sounds. Carnival.

Subject	<p style="text-align: center;"><u>Autumn</u></p> <p>Topic: RIVERS</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Spring</u></p> <p>Topic: Ancient Egypt</p>	<p style="text-align: center;"><i>IDEAS</i></p>	<p style="text-align: center;"><u>Summer</u></p> <p>Topic: A Musical Adventure</p>	<p style="text-align: center;"><i>IDEAS</i></p>
<p style="text-align: center;">Music</p>	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Explore, create, combine and organise simple sounds in a structure. Use sounds to achieve an intended effect.</p> <p>Improvise music for different purposes using: pitch, timbre, duration, dynamics, structure and simple notation.</p> <p>Sing in an group in two parts, rounds and several parts</p> <p>Play simple pieces from short musical patterns by ear</p> <p>Play music in a group, using musical instruments with increasing accuracy and control</p>		<p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p> <p>Improved ability to listen to others performances and use simple musical vocabulary.</p> <p>Appreciate a wide range of high quality recorded music drawn from different traditions and from great music composers and musicians.</p>		<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Listen to detail and recall sounds (e.g. Peter and Wolf – which musical instruments are playing the characters).</p> <p>Begin to understand</p>	

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	Play simple pieces from short musical patterns from symbols				simple musical notations	
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Year 5

Subject	<u>Autumn</u> Topic World War 1/2	<i>IDEAS</i>	<u>Spring</u> Topic: inventors, inventions ,explorers	<i>IDEAS</i>	<u>Summer</u> Topic: Ancient Greece	<i>IDEAS</i>
Music	<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p> <p>Singing as a soloist , in 2 parts and rounds</p>	<p>Wartime songs Evacuee songs Xmas songs</p>	<p>Compose music for a range of purposes using a variety of stimuli using pitch, duration, dynamics, timbre, structure and appropriate notation.</p> <p>Explore, create, combine and organise simple sounds in a structure.</p> <p>Improve ability to listen to others performances.</p> <p>Appreciate and understand wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Use and understand staff and other musical notations.</p>		<p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p> <p>To play simple pieces and accompaniments, from short musical patterns by ear and from</p>	

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					symbols, with increased skill and control.	
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Year 6

Subject	<u>Autumn</u> Topic: In the beginning	<i>IDEAS</i>	<u>Spring</u> Topic: Anglo-Saxons	<i>IDEAS</i>	<u>Summer</u> Topic: Field Exploration	<i>IDEAS</i>
Music	Play simple pieces and accompaniments, from musical patterns by ear and from musical notation with skill and control. Improve and record their compositions (improvised and planned) using musical symbols and notation where appropriate. Listen to others performances and critique.	Based on music hall during Victorian period	Use sounds to achieve intended effect and recall sounds from increasing aural memory, having listened in detail, appreciated and understood a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	Great composers and how music was used during Viking and Anglo-Saxon period.	Sing, play and perform music, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, in a group and as a soloist. In two parts, rounds and several parts. Develop an understanding of music.	Summer play for all children and a week or two project on the history of music.

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