



Music Policy

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This policy should be read in conjunction with the following policies:

National Curriculum for Music

The Importance of Music – A National Plan for Music Education

Musical Development Matters in the Early Years

Intent

Statement of Intent

Music has a power of forming the character and should therefore be introduced into the education of the young (Aristotle)

Music stimulates creativity and imagination, providing a unique way of understanding and responding to the world around us. As well as being creative and enjoyable, it is an academic and challenging subject.

Music lies at the heart of our school, allowing all children to have the opportunity to make music with others. We provide many opportunities for all children to create, play and perform music, developing the skills necessary to appreciate a wide variety of music of different styles and cultures. Through experiencing music, children develop their creativity, self-esteem and confidence. Music is used to build and strengthen our school's relationship within the wider community and creates spiritual, moral, social and culture (SMSC) experiences.

Music contributes to teaching in other curriculum areas by actively promoting skills such as reading, writing, speaking, listening and language. Music is embedded into school life, not just in formal music lessons but through extra-curricular clubs, during social time and in all aspects of the learning environment. We encourage and celebrate children's achievements in music through rewards, recognition and performing opportunities.

Aims of National Curriculum

At Joydens Wood Infant School, we provide children with the opportunities to:

- 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.

Children will be learning to:

- 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.

Our school builds upon the aims identified in the National Curriculum by ensuring that each aspect is embedded into school life daily. A broad and well thought out curriculum enables skills to be 'layered' in each lesson. Skill fluency, competency and depth of knowledge occur during unstructured times such as Child Initiated Play, Playtime/Lunchtime where children are given the freedom to explore and embed their knowledge.

Implementation: Teaching and Learning

Curriculum Planning

Music is taught through a specialist lesson weekly from EYFS to Year 2. The music teacher will write weekly plans for each year group to fit with current cross-curricular learning and any school events that need practising for in terms of singing and music. In addition to the weekly music lessons, music can and should be used in other subject areas, where relevant to learning, by the class teachers. This could be listening to music, creating sound effects with instruments, or singing songs. To support lesson planning, SingUp website and Out of the Ark books can be used, alongside other online resources. The children will acquire a broad range of musical skills across the year.

	EYFS	Year 1	Year 2	Year 3	Year 6
Controlling sounds through singing and playing (performing)	<ul style="list-style-type: none"> - Take part in singing and join in with actions in songs. - Follow instructions on how and when to sing/play an instrument. - Explore different pitches with voice and instruments. - Explore different long and short sounds. 	<ul style="list-style-type: none"> - Take part in singing with increased confidence and control of pitch and rhythm. - Follow instructions on how and when to sing/play an instrument with increased accuracy. - Take notice of others when performing. - Make and control long and short sounds (duration). - Imitate changes in pitch (high and low). - Begin to follow pitch movements with hands using high/middle/low. 	<ul style="list-style-type: none"> - Sing songs in an ensemble following the tune (melody) well. - Use voice to good effect understanding when to breathe and how to use the voice expressively. - Begin to sing in different languages. - Perform in an ensemble with instructions from the leader. - Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration). - Follow pitch movements with increased confidence. 	<ul style="list-style-type: none"> - Sing songs from memory with accurate pitch and in tune. - Show control in voice and pronounce the words in a song clearly (diction). - Maintain a simple part within an ensemble. - Play notes on instruments clearly and including steps/leaps in pitch. - Improvise (including call and response) within a group using 1 or 2 notes. - Begin to internalise sounds by singing parts of a song "in their heads". 	<ul style="list-style-type: none"> - Sing or play from memory with confidence, and increasing control of breathing, posture and sound projection. - Take turns to lead a group. - Maintain own part in a round / sing a harmony / play accurately with awareness of what others are playing. - Play more complex instrumental parts. - Improvise using 5 notes of the pentatonic scale.
Creating and developing	<ul style="list-style-type: none"> - Use voices and instruments to make 	<ul style="list-style-type: none"> - Make a sequence of long and short sounds with 	<ul style="list-style-type: none"> - Carefully choose sounds to achieve an 	<ul style="list-style-type: none"> - Compose and perform melodies using 2 or 3 notes. 	<ul style="list-style-type: none"> - Compose and perform melodies

<p>musical ideas (composing)</p>	<p>patterns of long and short sounds. - Clap short rhythms with help. - Explore different types of sounds with voices and instruments. - Invent actions to match the words in songs.</p>	<p>help (duration). - Clap longer rhythms with help. - Make different sounds (high and low: pitch, loud and quiet: dynamics, fast and slow: tempo, quality of the sounds – smooth, crisp, scratchy, rattling: timbre) - Be able to contribute to a class composition.</p>	<p>effect (including use of ICT). - Order sounds to create an effect (structure – beginning/ending). - Create short musical patterns. - Create sequences of long and short sounds (rhythmic patterns (duration) - Control playing instruments so they sound as they should. - Use pitch changes to communicate an idea. - Start to compose with 2 or 3 notes.</p>	<p>- Use sound to create abstract effects (including using ICT). - Create/improvise repeated patterns (ostinati) with a range of instruments. - Effectively choose, order, combine and control sounds (texture/structure).</p>	<p>using 5 or more notes. - Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. - Create music reflecting given intentions and record using standard notation. - Use ICT to organise musical ideas (where appropriate) - Combine all musical dimensions.</p>
<p>Responding and reviewing (appraising)</p>	<p>-Be able to hear and keep a pulse in music with help. - Start to understand different moods in music. - With help, be able to hear whether there are one or several sounds. -Explore sounds to represent things e.g.</p>	<p>- Hear the pulse in music. - Hear different moods in music. - Identify texture – one sound or several sounds? - Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p>	<p>-Identify the pulse in music and recognise changing speeds. - Recognise changes in timbre (sound quality: smooth, crisp, scratchy, rattling, tinkling etc., dynamics: loud and quiet, tempo: fast and slow, pitch: high and low.) - Start to recognise different instruments. - Make interesting observations about music</p>	<p>-Internalise the pulse in music. - Know the difference between pulse and rhythm. - Start to use musical dimensions vocabulary to describe music: duration, pitch, timbre, dynamics, tempo, texture, structure. - Use these words to identify where music works well/needs improving.</p>	<p>-Know how the other dimensions of music are sprinkled through songs and pieces of music. - Use musical vocabulary confidently to describe music. - Work out how harmonies are used and how drones and melodic ostinato are used to</p>

	<p>in a story for sound effects.</p> <ul style="list-style-type: none"> - Be able to respond to music through body movements (dancing). 		<p>that has been listened to.</p>		<p>accompany singing.</p> <ul style="list-style-type: none"> - Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. - Refine and improve own/others' work.
<p>Listening and applying knowledge and understanding</p>	<ul style="list-style-type: none"> - Listen to different sounds in the environment. - Make different sounds with voice and instruments. - Understand how to create different types of sounds. 	<ul style="list-style-type: none"> - Listen for different types of sounds. - Know how sounds are made and changed. - Make sounds with a slight difference. - Use the voice in different ways to create different effects. 	<ul style="list-style-type: none"> - Listen carefully and recall short rhythmic and melodic patterns. - Use changes in dynamics, timbre and pitch to organise music. - Change sounds to suit a situation. - Make own sounds and symbols to make and record music. - Start to look at basic formal notation – play by ear first. - Know music can be played or listened to for a variety of purposes (in history/different cultures). 	<ul style="list-style-type: none"> - Use musical dimensions together to compose music. - Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). - Play with a sound-then-symbol approach. - Use silence for effect and know the symbol for a rest (duration). - Describe different purposes of music in history/other cultures. 	<ul style="list-style-type: none"> - Use increased aural memory to recall sounds accurately. - Use knowledge of musical dimensions to know how to best combine them. - Know and use standard musical notation to perform and record own music (adding dotted quavers). - Use different venues and occasions to vary performances. - Combine all musical dimensions.

					- Describe different purposes of music in history/other cultures.
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Teaching

Weekly lessons are planned by the music teacher. The specialist teacher alongside the class teachers is expected to discuss the needs of their cohort and annotate and adapt the planning accordingly.

Teaching and Learning Requirements:

- Music should be taught weekly by a specialist teacher. This will be a 20 minute lesson for EYFS and a 40 minute lesson for Years 1 and 2.
- Additional music sessions will be taught as required across the academic year, for example, in preparation for concerts or productions.
- Effective learning will be assessed by documenting through video and audio recordings and notes taken by the teacher. An assessment grid will be completed on an ongoing basis by the music teacher. A variety of tuned and untuned percussion instruments will be used, alongside online resources and use of the whiteboard for lyrics and sound. Learning will be recorded by records of lesson plans and video and audio recordings. Star words will be used to ensure that children have good music specific vocabulary. Early maths/reading will be promoted within music lessons on an ongoing basis, through reading song words on screen, rhythm and beat work assisting maths learning, and through specific song choices to link with maths topics and English texts being learned in class. Class teachers will use music to support learning in other subject areas where appropriate, through listening skills and use of songs. They all have access to the Sing Up website to explore songs and ideas, and can ask the music teacher for support with this too.

Resources

There is a wide selection of instruments and songbooks which are stored in the music room. There are also online resources available, including the SingUp website that we subscribe to. In addition, EYFS and Year 1 have a selection of instruments that are used in their Child-Initiated time, and there are permanent outdoor instruments in the Science Garden. There are display boards in the music room, some of which remind the children about instrument names and music vocabulary.

Assessment

The music teacher will track progress in music across the year, at the end of every term through the music assessment grid to ensure that children are meeting the expectations for music. This will link to the music progression of skills grid.

Cross Curriculum Links

Music will link with other subjects throughout the year. In addition there will be specific music curriculum days, including Multicultural week, a Steel Pan workshop day, Year 1 Christmas Performance, EYFS and Year 2 Christmas singing, Year 2 leaver's production and other assemblies throughout the year. The challenge will be age appropriate during this time, because the songs selected will show progression in difficulty through the year groups as will the expectation of instrument playing.

Vulnerable Learners

All children in the school attend music lessons and if children have difficulty in accessing certain lessons, help will be provided for them. Any children that have a one-to-one learning assistant will have that support available during lessons. The music teacher will ensure that tasks set have suitable differentiation where appropriate. In terms of any disadvantages children, music is accessible to all children regardless of background, including free access to choir and African Drumming clubs. In addition, we run music interventions, where music therapy techniques are used to support SEND pupils, either on an individual basis, or in small groups.

Extra Curricular Activities

Our choir have two sessions a week; one lunchtime and one before school. This allows a large number of our KS1 children to participate.

Through joining the choir, children will get the opportunity to perform at various events throughout the school year, both at school and at other venues, such as St. Barnabus Church and the Joydens Wood Community Centre.

A lunchtime African Drumming club will also be running next academic year, and a suitable performance opportunity will be given.

Impact

The Role of Subject Leader

The music teacher will continuously review the music planning and curriculum to make sure it continues to be effective. They will use pupil voice at least once per term to ensure that the children's knowledge is embedded, and track pupil's progress across the year.

Continued Professional Development

The music teacher will attend CPD training through Kent Music and also the Music Education Expo. Where appropriate, the music teacher will liaise with the SMT to suggest additional staff attend any suitable training sessions that would be beneficial to them,