

Grangetown Music Policy



1. Introduction

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in personal development. It also develops creativity and self-discipline. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. It also plays an important part in helping children feel part of a community.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Music and the performing arts are an important part of our provision at Grangetown. We employ a specialist music and performing arts teacher, and a peripatetic music teacher. We hold termly concerts, providing all of our musicians with the chance to perform for an audience. We also hold twice-yearly productions, combining music, drama and singing. In addition, our musicians and our choir perform in the local community

2. Aims

The aims of music teaching are to enable children to:

- know how music is made through experiencing a variety of instruments
- develop listening skills in order to appreciate music and its context
- know how music is composed and written down
- know how music is influenced by the time, place and purpose for which it was written
- develop the interrelated skills of performing, composing and appreciating music.

3. Teaching and learning

At Grangetown Primary School we make music an enjoyable, exciting and engaging learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children how to work with others to make music and to compose and perform.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- sometimes grouping children by ability in the room and setting different tasks to each ability group
- setting tasks of increasing difficulty (not all children complete all tasks)
- using Teaching Assistants to support the work of individuals or groups of children
- providing resources of different complexity depending on the ability of the child.

4. Additional music teaching

Children in years 3-6 are offered the opportunity to study a musical instrument with peripatetic teachers. We currently offer violin, cello and keyboard lessons. This is in addition to the normal music teaching of the school, and takes place during the classroom timetable.

5. Music curriculum planning

We have developed an in-depth curriculum overview, showing the skills and knowledge to be taught in each year group – appended to this Policy. Our experienced music teacher works with class teachers to devise half-termly units of work which ensure that singing and music are woven into our topics (though some aspects of music and singing are also taught discretely).

6. Early Years Foundation Stage

In Foundation Stage, music is explored and taught in many ways throughout the day (during directed time and throughout continuous provision). Music contributes to developing all 6 areas of learning. For example counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children will learn how sounds can be changed; sing simple songs from memory; recognise repeated sounds and sound patterns; and match movement to music. Children also have the opportunity to compose using a variety of musical instruments.

7. Assessment

Informal, continuous assessment is part of the normal teaching process to help to ensure continuity and progression. Our music teacher makes continuous assessments, which contribute to ongoing planning and are linked to the curriculum overview sections. They ensure that classroom teachers are kept well informed of the children's progress.

8. The contribution of music to teaching in other curriculum areas

8.1 English

Music contributes significantly 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. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

8.2 Mathematics

Music contributes to the teaching of mathematics in that 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 is mathematically based.

8.3 Computing and Information & Communication Technology (CITC)

CICT is used in music where appropriate. For example, children use iPad apps to compose and record music. They use CICT in music to enhance their research skills. They also listen to music via the internet.

8.4 Personal, social and health education (PSHE) and citizenship

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

8.5 Spiritual, moral, social and cultural development

Listening, creating or performing music can sometimes be a moving and even 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 our school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

9. Monitoring & Evaluation

Planning is collected on a half-termly basis, and is evaluated by our SLT and by our Music Coordinator. Class teachers meet on a half termly basis with our music teacher, so that the quality of provision can be evaluated and so that forward planning can be discussed. The Headteacher drops into music lessons on a regular basis. When music is 'in focus' (rolling programme), the HT & other senior staff carry out lesson observations, sample teacher planning, and have discussions with children and teachers, so that we can evaluate the quality of teaching and learning.

January 2021

To be reviewed: January 2022

Appendix: Music Curriculum Overview – a document developed in 2019, to build upon the National Curriculum and provide further detail in terms of what we will cover within each year group.

Music Curriculum KS1

At Key Stage 1 there are 4 main elements to learning Music:

- Singing
- Playing Instruments
- Listening
- Composing

At Grangetown, these 4 elements are taught in a variety of ways and often linked to each of the class topics every half term. The KS1 music knowledge, skills and progression is as follows:

	Singing	Playing Instruments	Listening	Composing
NC	<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.</i>	<i>Pupils should be taught to play tuned and un-tuned instruments musically.</i>	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.</i>	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>
Year 1	<ul style="list-style-type: none"> • Sing a variety of simple songs with repetitive melodies, adding some dynamic expression and actions. • Know when to start and stop singing confidently. • Learn a new song every half term that is specifically linked to the class topic. 	<ul style="list-style-type: none"> • Pupils will play a variety of percussion instruments. They will use them to play call and response rhythms and simple notated rhythm patterns. • They will use the glockenspiels and keyboards to introduce pitch and notation. They will be able to perform simple 'step' melodies with some accuracy. • Pupils will use a variety of given instruments in small groups to represent different themes linked to their class topics. For example woodland sounds, seaside sounds and animals. 	<ul style="list-style-type: none"> • Listen to a range of music including popular music, film music, folk music and atmospheric music. Picking out 2 or 3 instruments that can be heard and describing the mood of the music. • Use imagination to talk about what the music is for commenting upon their personal opinion and views of the music. • Pupils will listen to music linked to their class topic and form links to what they are learning in other subjects. 	<ul style="list-style-type: none"> • Create short pieces of music to a given theme (often linked with the class topic), using a selection of instruments. • Pupils will work in small groups setting out a short plan to create a small performance based on a specific topic. E.g. Woodland sounds, using wooden percussion, shakers, tone blocks, triangles, hand drums and scrapers. This will then be performed to the class and commented upon.

<p>Year 2</p>	<ul style="list-style-type: none"> • Sing a variety of longer songs with more complex melodies, e.g. Disney songs, simple pop songs, paying attention to dynamic and tempo changes. • Sing whilst playing a simple beat on a percussion instrument. • Have own ideas about actions and expression to be added into the song. 	<ul style="list-style-type: none"> • Use the instruments with more confidence showing an understanding of dynamics, pitch and tempo with in their playing. • Use the keyboards and Glockenspiels to play a given piece of music containing steps and leaps. • Show some understanding of musical notation. 	<ul style="list-style-type: none"> • Listen to a range of music including popular music, film music, folk music and atmospheric music. Talk about pitch, dynamics and tempo within the music. • Make connections between musical notation and the sounds they can hear e.g. notes moving up when the pitch moves up. • Listen to themed music linked to their class topic and explain the links and how the music refers to what they are learning in other subjects. 	<ul style="list-style-type: none"> • Create short pieces of music to a given theme/topic with more confidence and clarity. • Pupils will work in small groups, using imagination and knowledge of the instrument sound to create a short performance. There will be a variety of themes to think about. • Children may start to select their own instrument to use thinking about its appropriateness to the given topic.
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Music Curriculum KS2

At Key Stage 2 there are 6 main elements to learning Music:

- Performing
- Composing
- Listening
- Use and understand
- Appreciate
- History of Music

At Grangetown, these 6 elements are taught in a variety of ways and often linked to each of the class topics every half term.

The KS2 music knowledge, skills and progression is as follows:

	Performing	Composing	Listening
NC	<i>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</i>	<i>Improvise and compose music for a range or purposes using the inter-related dimensions of music.</i>	<i>Listen with attention to detail and recall sounds with increasing aural memory.</i>
Year 3	<ul style="list-style-type: none"> • Sing a wider variety of songs with simple 2 part harmonies, more complex actions and dynamic variety. • Play a range of tuned and un-tuned percussion accurately, using notation. • Play a selection of music on the keyboards and Glockenspiels, paying attention to pitch accuracy and rhythm. 	<ul style="list-style-type: none"> • Combine sounds from a wide selection of instruments to create a specific mood or feeling. • Create simple rhythm patterns using percussion and successfully notate them using the music staff. • Compose lyrics to a simple song using themes and ideas from the class topic. 	<ul style="list-style-type: none"> • Listen to a wider variety of music including classical music, film music and sound scapes. • Describe the mood and effect of the music, with imagination. • Refer to instruments used, pitch, tempo and dynamics. Talk about the contrasting elements e.g. going from fast to slow, high to low etc. • Draw images whilst listening, to represent what they can hear.
Year 4	<ul style="list-style-type: none"> • Sing a wider variety of songs from memory with accurate 2 part harmonies, complex actions, dynamic and tempo changes. • Play a range of tuned and un-tuned percussion independently, using notation 	<ul style="list-style-type: none"> • Select appropriate instruments to use when creating a piece of music, explaining why they have been chosen & how they represent the theme of the music. • Use notation or graphic scores to 	<ul style="list-style-type: none"> • Listen to an expanding catalogue of music from different time periods. • Describe what can be heard referencing the elements of music, repetition, change and the use of silence in music. • Refer to the orchestral families as well as

	<p>and graphic scores.</p> <ul style="list-style-type: none"> • Play and perform more complex pieces of music using the keyboards. • Demonstrating an understanding of musical notation, rhythm pitch & appropriate sounds. 	<p>represent their compositions.</p> <ul style="list-style-type: none"> • Compose lyrics to a simple song with a given theme thinking about structure, rhyme and purpose. 	<p>individual instruments, comparing the difference in sound quality.</p>
Year 5	<ul style="list-style-type: none"> • Sing a catalogue of songs with different accompaniments (Piano, karaoke, orchestral) • Maintain own parts when singing together. • Sing solo parts confidently. • Play the keyboards with confidence, using musical notation and beginning to play with two hands. • Learn to play 3 chords on the Ukuleles using tablature. • Sing and play the Ukuleles at the same time, strumming with accuracy. 	<ul style="list-style-type: none"> • Compose music for a specific theme that tells a story. • Choose a range of appropriate instruments and sounds. • Work out a coherent plan which includes the musical elements, and what they represent. • Compose a short song using the keyboards or Ukuleles. • Write lyrics that fit into the melody of their song, thinking about rhyme, structure, purpose and story-telling. 	<ul style="list-style-type: none"> • Write a comprehensive piece of musical description whilst listening. Refer to the elements of music, comparing uses and effects. • Use images to represent contrasting pieces of music. • After listening to music, try and replicate what has been heard.
Year 6	<ul style="list-style-type: none"> • Sing a varied catalogue of songs including musicals, pop songs and world music. • Sing different parts confidently, accurately and from memory. • Select and suggest songs to sing that link in with the current class topic. • Sing solo parts confidently, with expression. • Play the keyboards with confidence, learning chords with the left hand to play alongside the melody with the right hand. • Learn 4 chords on the Ukuleles, changing between them with ease and strumming a range of patterns. 	<ul style="list-style-type: none"> • Compose Music to a chosen theme. • Use a number of layers when composing e.g. melody, chords, rhythm, lyrics. • Plan and record the composition process mapping out initial plans and any changes along the way. • Present/perform the composition in groups explaining and discussing their intended idea. • Evaluate their composition, talking about original intention, the journey and overall outcome. 	<ul style="list-style-type: none"> • Listen to music from different parts of the world describing and investigating the 'sounds of the world'. • Compare musical features from different time periods and cultures accurately describing what they can hear and the effect it has. • Give opinions and explain preferences using musical language. • Accurately recall and perform music listened to.

Music Curriculum KS2 continued

	Use and Understand	Appreciate	History of music
NC	<i>Use and understand staff and other notations.</i>	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>	<i>Develop an understanding of the history of music.</i>
Year 3	<ul style="list-style-type: none"> • Use musical notation to play melodies on the Keyboards and Glockenspiels with increasing accuracy. • Correctly notate simple rhythm patterns. (2-4 bars) • Make corrections and adjustments where needed. 	<ul style="list-style-type: none"> • Use musical words to describe what can be heard, often referring to the elements of music. • Describe themes and purpose of the music with personal opinions and explanations linking to the musical elements. E.g. 'This music sounds like a rainstorm, the cymbals represent the thunder claps. I don't like it when the dynamics get louder and the tempo gets faster.' 	<ul style="list-style-type: none"> • Look at composers from different time periods (often linked with class topics). • Recognise certain sounds/styles used by composers from different points in history, historic and modern. • Comment upon how music has changed and developed what was it like compared to then music of today?
Year 4	<ul style="list-style-type: none"> • Use musical notation to play instruments accurately, taking into account dynamic markings. • Notate longer rhythmic patterns and sequences (4-8 bars) playing these and making any corrections/ adjustments needed. 	<ul style="list-style-type: none"> • Use musical words to form coherent descriptions of different styles of music, referring to the elements of music and their effect. • Describe and compare music for different purposes, E.g. why does it sound like this? What is it used for? What feeling do you get? Why? How are the instruments used to create the desired effect? 	<ul style="list-style-type: none"> • Look at a variety of composers linked to specific styles- Classical, film, popular music. • Recognise works and styles from composers such as Beethoven, John Williams. • Identify music from different time periods. (Often linked to class topics)
Year 5	<ul style="list-style-type: none"> • Use a week by week diary/plan when composing a song. Note down the process from start to finish demonstrating the journey from musical development to writing the lyrics. • Notate compositions accurately, adding in lyrics and displaying it in song format. 	<ul style="list-style-type: none"> • Write about and discuss different styles of music comprehensively. • Use a range of musical language correctly to describe, compare and evaluate music. • Explain the difference between successful and un-successful music- what is it about the music that has made it this way? (Time, place, culture, purpose) What is your opinion of the music? How could it 	<ul style="list-style-type: none"> • Compare works from different composers within the same topic or theme. E.g. Space music- Holst, Strauss and John Williams. • Explain and compare features of each composer describing the overall effect of each piece. • Give constructive opinions and explain preferences using musical language.

		have been different?	
Year 6	<ul style="list-style-type: none"> • Use musical notation, graphic scores and recordings to develop, detail and monitor composition work. • Analyse musical features that are used within their work and discuss as a class how they have been effective. • Use notations from other cultures e.g. Gamelan composition. • Use ukulele tablature accurately to perform and compose. 	<ul style="list-style-type: none"> • Analyse and evaluate how the place and purpose of the music affects the way it is created. • Look at live performances compared to recorded ones comparing the difference and overall effect. • Compare performances through the ages, how has live music changed? What restrictions did they have? • Compare recorded music throughout the ages. • Look at music created for a specific cause e.g. protest songs or war songs, commenting upon the message they intended to give and the audience they reached. 	<ul style="list-style-type: none"> • Compare music through the decades. Look at how music has developed and changed from the 1930's to now exploring every style and the key artists/performers. • Look at the impact developing music technology has had on the sound and outreach of music. • Look in-depth at the artists and musical genres that have shaped cultures and movements across the world. • Form opinions and comment upon the overall effect of each style of music.