



Music Policy 2020 – 2021



At Rokeby Park Primary School, we are committed to providing all pupils with learning opportunities to engage in music. This policy sets out a framework within which teaching and non-teaching staff can work and gives guidance on planning, teaching and assessment.

It is our intent for the music element of our curriculum to inspire pupils with a curiosity and fascination about the world and its musical history and present-day industry that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse high-quality live and recorded music, how to perform untuned and tuned percussion musically, how to sing expressively and creatively and classical composers linked directly to our local area. By revisiting these areas of learning regularly, pupils will remember more, know more and understand more. As pupils progress, their growing knowledge about music should help them to deepen their understanding of how to compose and perform, how to listen and appraise high-quality music and how music has evolved through history. We want our pupils to gain confidence and have practical experiences of how to compose, improvise and perform and develop their creative talents and ability to work collaboratively.

Aims

The aims of music are:

- Encourage pupils to share their thoughts, ideas and feelings through a variety of music and singing.
- Allow pupils to sing songs and make their own music through body percussion, untuned instruments and using everyday objects to create musical pieces and represent their own ideas, thoughts and feelings through this art form.
- Provide opportunities for pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- Work with others to create and compose their own songs and musical composition.
- Provide opportunities for pupils to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellent.
- Ensure all pupils 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.

Curriculum

The pupils undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through music the pupils learn a range of skills, concepts, attitudes and methods of working.

Within our Music Progressive Skills Document, our progressive objectives identify what pupils should know by the end of each year group and link to prior learning. These enable teachers to identify and plug gaps in pupil's knowledge and skills. Within Music, pupils will develop a deep understanding of key concepts and second order concepts. These key concepts have been carefully considered and identified as the core knowledge and skills, required to successfully achieve in Music. The key concepts are revisited and developed as the pupils move through the school to ensure the knowledge and skills are firmly embedded



within the long-term memory. The expectation is that, by the end of Primary School, children will know and understand these key concepts and to give them a solid foundation to enter the music curriculum at KS3. In addition to first order concepts, we have identified subject

specific second order concepts. These can be used across all aspects of a subject to organise the substantive knowledge and skills taught.

Key concepts:

The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:

- Singing (developing pitch, melody, rhythm and control individually and as part of a group)
- Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)
- Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)
- Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)
- Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

Second order concepts:

These can be used across all aspects of a subject to organise the substantive knowledge taught.

- **Chronology:** (history of music and changes over time)
- **Similarity and difference:** (comparing pieces of music, identifying common/different styles and techniques)
- **Significance:** (significant composers, pieces of music and musical movements)
- **Written, oral and creative expression:** (Using musical terminology, responding, refining, describing, experimenting, exploring)

Early Years

Early Years explore musical content through the Expressive Arts and Design area of learning in the EYFS curriculum. This involves guiding the pupils to express their thoughts, ideas and feelings through creating music through opportunities to sing, play and perform within the continuous provision. They are assessed using observations according to milestones within the Development Matters.



Key Stage 1

During Key Stage 1, pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes, play untuned and tuned instruments musically, listen and appraise a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the inter-related dimensions of music. They begin to learn about music from the past and the present and perform with confidence.

Pupils will develop knowledge about the interrelated dimensions of music and identify these in a variety of different musical pieces. They should understand basic subject-specific vocabulary relating to the inter-related dimensions of music and begin to music skills, including playing tuned and untuned instruments, to enhance their musical awareness.

Pupils will develop their **composing** exploring different instruments, the sounds they make and the effects the gives and use symbols to represent sounds. They will experiment different types of sounds through voice, body percussion and ICT to create sequences of sounds to accompany a desired mood.

Pupils will develop their **listening** skills by identifying the inter-related dimensions of music in compositions and understand how the different musical elements can be combined to create a mood. Pupils will be able to discuss their opinions of musical pieces and give reasons why.

Pupils will develop their **Musicianship** ability by learning skills needed to understand the music. Pupils will learn how to find and keep a steady beat and understand the differences between creating a rhythm pattern and a pitch pattern. Pupils will explore using body percussion, instruments and voices to copy simple rhythmic patterns using long and short.

In addition, pupils will have opportunities to develop their **singing and performing** through performing rhythmic patterns on an instrument, keeping a stead pulse and use expression when singing songs or speaking chants.

Key Stage 2

During Key Stage 2, pupils extend and deepen their understanding the subject further by singing and performing with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They continue to develop their use of musical knowledge, understanding and skills to enhance their composing, performing and listening and appraising knowledge.

Pupils extend their **composing** skills creating their own melodies for a range of purposes, controlling musical qualities. In their compositions, pupils will use a variety of musical devices including melody, rhythm and cords and use formal notation including beats in a bar. They will be able to compose or improvise to meet specific criteria.

Pupils will build on their understanding of how to **listen** effectively and be able to analyse and compare musical features when listening to different styles of music and be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created. Vocabulary acquisition will continue to underpin the fundamentals of their listening and appraising, and the inter-related dimensions of music will continue to be embedded and discussed with confidence.



Pupils' **singing and performing** knowledge and skills will be further developed through performing alone and in groups, using both their voices and percussion instruments with increasing fluency, accuracy, control and expression. Building upon the skills learnt in Key Stage 1, pupils will be able to sing songs with accurate pitch and perform rhythmically.

Pupils will develop their **Musicianship** ability by learning skills needed to understand a variety of music styles. Pupils will learn how to find and keep a steady beat and listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Throughout Key Stage 2, pupils will develop an understanding of the **history of music** listening to famous composers, making links with either their overarching theme or recognising the work and appraising famous composers, such as Gershwin, Sibelius and Elgar, that our local area are named after. Pupils will be able to contrast the works of different composers and explain their preferences using subject-specific vocabulary in their responses.

In Year 4, all pupils will take part in the wider opportunities programme and are taught how to play a glockenspiel instrument by a specialist music teacher throughout the year. Years 5 and 6 will also have the opportunity to learn how to play an instrument during the spring term.

Music curriculum planning

At Rokeby Park Primary School, music is taught through the Charanga Model Music Curriculum scheme to expose pupils, especially those from disadvantaged backgrounds, to a wide variety of high-quality music. Additional lessons are planned according to overarching themes and based on introducing children to the history of music through the famous composers which our local area are named after. A knowledge and skills progression document is integral to the teaching and learning of music across the whole school and ensures pupils are given the opportunity to build upon prior knowledge. Long term plans, medium term plans and pacing sheets provide an appropriate balance and distribution of work across each year. This ensures a sequence of lessons where knowledge and skills are practised, acquired and progressively built upon. Key vocabulary is displayed interactively within a classroom, where subject-specific words are referred to consistently.

Assessment and recording

At Rokeby Park Primary School, assessment is an integral part of the teaching process.

In EYFS, staff use their professional judgements and use of formative assessments to provide next steps to children's learning in the moment and plan further opportunities. They inform the provision of activities and experiences which develop children's skills and knowledge as well as giving opportunity for further practise. We record WOW moments on Tapestry and build up a detailed picture of each child using a Child on a Page document.



Pupils may record their learning in curriculum books, a creative class theme book or is evidenced through video footage which displays their learning through 'mini projects'. The assessment of children's work is ongoing to ensure that understanding is being achieved and that progress is being made. A wide range of strategies are used to measure the impact of our Music curriculum. Formative Assessments are carried out by teachers after each lesson which will allow them to inform future planning. As a result of these, pupils' misconceptions or gaps in subject knowledge, skills, behaviours, and attitudes are addressed and additional teaching and support is provided. Five 'Key Questions' are used to assess children's understanding at the end of each 'mini project' as well as to inform planning. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, teacher planning, book scrutiny, learning walks and lesson visits.

Roles and Responsibilities

The Head teacher will:

- Actively support and encourage staff, praising good practice and supporting staff development, in-service training (particularly for the music lead) and acquiring resources

The Music Leader will:

- Advise and support staff in planning, teaching and learning of music;
- Monitor teachers' planning as part of ongoing subject monitoring and evaluation of practice;
- Use feedback from monitoring to develop an action plan for music with realistic and developmental targets;
- Audit, identify, purchase and organise all music resources, ensuring they are readily available and well maintained;
- Document and review the agreed ways of working through a written policy document and knowledge and skills progression
- Compile a portfolio of children's music work to evidence progression and examples of good practice for staff to refer to;
- Keep up to date on new developments in the use of music in the curriculum and inform staff
- Promote music throughout the school

The Class Teacher will:

- Be responsible for the planning and teaching of music as set out in this policy;
- Use 'Key Performance Indicators' to inform teaching and learning as well as assess children's understanding;
- Follow the subject's long term plan and develop termly year group medium term plans and pacing sheets;
- Embed the music knowledge and skills progression document within planning and quality first teaching;



- Create and regularly refer to a key vocabulary display within the class linked to each theme

Resources

We have a wide range of tuned and untuned percussion instruments and interactive boards to access the internet and music online as a class. Visitors from the Hull Music Hub and external visits are planned to enhance learning and give personal, hands-on experience of music. In addition, Wider Opportunities lessons happen weekly for children in Key Stage 2 allowing them to have the experience of how to play instruments with greater confidence.