



Peters Hill Primary Music Policy 2024-25



Peters Hill Primary School Music Policy

Introduction

Music aids the physical, emotional and aesthetic development of children. It enables them to appreciate aspects of both their own and other cultures. It enhances their self-confidence and their ability to listen and concentrate. Also, by developing their understanding and appreciation of a wide range of different kinds of music, and by developing their own interests, children will increase their ability to make judgements about musical quality.

Purpose

Music offers opportunities to:

- Enable pupils to acquire the knowledge, skills and understanding needed to make music. This includes participating in music making at a wider level e.g. in the community.
- Develop skills, attitudes and attributes that enhance life skills and that can also support learning in other subject areas e.g. listening, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards each other.

Guidelines

1) All children are given equal opportunities to follow the National Curriculum for Music and this is enhanced by extra-curricular activities and musical performances. We use the Model Music Curriculum as a non-statutory resource that complements the National Plan for Music Education. This offers guidance and ideas for teachers, and provides a springboard from which to approach teaching.

2) Work is planned to ensure progression of content and skills across each Key Stage, appropriate to the children's ages and abilities. Teaching may be individual, small group or whole class or may include skilled tuition from external agencies (C# music)

- 3) Cross curricular links are made with other subjects, including IT, where appropriate.
- 4) At all key stages, in all activities, the music teaching should develop each of the inter-related skills of performing, composing, listening and appraising.
- 5) These skills should be extended by applying listening skills, knowledge and understanding of music to a wide range of musical activities.
- 6) It needs to be recognised that individuals are likely to respond in very different ways and that this needs to be encouraged whilst also increasing their awareness of others in group and class performances.
- 7) All children are made aware of Health and Safety issues when undertaking work in Music.
- 8) The DfE set out that 'all schools should have a music development plan, as set out in the [National Plan for Music Education](#)'. This is now available on our school website.

Conclusion

Music makes its own distinctive contribution to the school curriculum and the wider aims of primary education. It encourages and assists thinking skills such as information processing, reasoning, enquiring, creative thinking and evaluation. Music brings together intellect and feeling and enables personal expression, reflection and emotional development.

The National Curriculum for Music

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 inter-related 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.

Subject content

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
- ♣ 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.

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 inter-related 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.

Teaching and Learning

Music planning

Staff should be following the whole school overview and whole school MTP when planning music. Both the overview and the MTP have been written to ensure that music links to curriculum topics where possible and to ensure that there is no repetition or cross over between year groups. Instead, clear sequences are in place to build on prior knowledge and move learning forward. Staff also have access to numerous documents to assist their planning, including the key concepts document and the music curriculum pathways (which shows clear progression of skills). All music objectives/pathways must be covered by the end of the year, and ideally, several times throughout the year. This will allow for progression and any consolidation of skills to be made.

Music Express, Sing Up and Out Of The Ark may be used as a resource to assist with planning but should not be relied upon too heavily as this does not allow for links with current curriculum topics nor is it adapted/differentiated for classes. All planning is in line with the Model Music Curriculum. We aim to give children a varied musical experience, therefore it has been made compulsory to incorporate BBC Ten Pieces in at least one half-term, which opens up the world of classical music. In KS2, children also will receive at least one term, each year, of high quality whole class instrumental tuition. This is in line with the guidelines set out in the Model Music Curriculum.

All strands of progression should be covered and revisited. These should clearly show:

- the learning objectives that will be covered
- how children will be cognitively thinking
- progression of skills taught
- subject specific terminology that will be taught
- creativity

The Early Years Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Evidence of when Music takes place should be accessible via weekly Learning Journeys.

Resources and facilities

There are a variety of music resources available throughout the school. Early years have readily available instruments in their year group whilst other instruments are stored in a central area for both staff and pupils to access. Year groups also have access to a music trolley, with a selection of instruments for them to use. iPads are also accessible in each year group to record, compose, enhance and publish their compositions.

The contribution of music to teaching in other curriculum areas

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.

Maths

The teaching of music contributes to children's mathematical understanding in a variety of ways. 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. Children develop their knowledge and understanding through song.

Spiritual, moral, social and cultural development

Creating, performing or listening to 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 Peters Hill 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. We now have a Music pathway related to 'Personal and Cultural Development'.

The school choir and additional music opportunities

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We currently have a school choir that consists of pupils from years 4-6. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also encourages children to perform at a variety of audiences throughout the year. We provide opportunities throughout the year for budding musicians to perform for the school and wider community.

At Peters Hill, we have weekly singing assemblies (both KS1 and KS2) where brand new songs are learnt, which are normally themed or linked with festivals, religious dates and other worldwide events. The children are expected to learn this song during the rest of the assemblies throughout the week. Through assemblies, children should experience a wide range of music to develop their listening skills. Singing assemblies are also an opportunity for children to showcase their musical talent. Regularly, children who have peripatetic music lessons and children who are a part of choir, recorder club or other extra-curricular music clubs are asked to perform.

Children are offered the opportunity to learn to play an instrument with a peripatetic music teacher. Peripatetic music teaching is organised and offered by C# Music School. Parents who want their children to participate can find details of this in the school office or contact C# directly.

Provisions for SEN and Gifted and Talented

At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. More able children are encouraged to learn an instrument.

SEN

Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations. When progress falls significantly outside the expected range, the child may have SEN. We look at a range of factors, including:

- Modifying when appropriate the objective, task and resources in lessons.
- Providing adult or peer support where appropriate
- Providing additional resources; particularly if a child's motor skills are not fully developed
- Providing opportunities to work in groups to develop confidence and musical skills further

G&T

We believe that children with musical talents should be celebrated and showcased.

We can do this in many ways:

- Provide opportunities for children to lead/ conduct groups during musical tasks
- Set independent musical challenges e.g. compose a piece of music on a theme / what can you find out about Mozart?
- Encourage children to participate in extracurricular music, (internal and external)
- Allow children opportunities to improvise, compose and perform using their main instrument.
- Give children the opportunity to perform and showcase their musical talent in assemblies.

Equity and Equality Statement

Peters Hill is a welcoming place for everyone. We believe that every child should 'Fly high: Flourish and Fulfil' the limitless potential they have. Our ethos in Music is to develop Ambition, Belief, Compassion, Pride and Respect. Music at Peters Hill is for everyone, regardless of race, sexuality, gender, religion or anything else that makes us who we are. We seek and listen to the views of children, parents, carers and staff through a range of approaches. For music education to be truly inclusive we must go beyond equality of opportunity and strive instead for equity, targeting resources and development to adapt the offer in response to those most in need. All children should have the opportunity to learn to sing and play a musical instrument.

Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Termly assessment will be made about each child using the mark book where it is decided how much coverage there has been of the objectives as well as how much understanding the children have of them. Staff should use the Music Pathways to determine a child's progress. The Pathways are detailed below. Evidence of a child's progress and learning may be seen in mark books and learning logs. At the end of each topic, children complete an assessment to show their understanding and new knowledge. Additional evidence can be gained from class blogs, school performances and/or other relevant events. It is expected that staff upload photos, videos and compositions to Sharepoint, where evidence cannot go in books.

Our Music Pathways are as follows:

Pathway 1 – Performing

Pathway 2 – Composing and improvising

Pathway 3 – Aural Awareness

Pathway 4 – Reflecting and Evaluating

Pathway 5 – Personal and Cultural Development

Monitoring and Evaluation

Music at Peters Hill is monitored and evaluated regularly to ensure it is always meeting the needs of the children. Some of the roles of the subject leader are listed below:

- To support and guide the practice of the music specialist where applicable;
- To ensure coverage, continuity and progression in planning;
- To monitor and evaluate the effectiveness of music teaching and learning;
- To update documentation where necessary;
- To produce action plans for the School Development Plan;
- To liaise and consult with outside agencies where appropriate;
- To prepare and lead INSET where applicable;
- To attend relevant training to ensure curriculum knowledge is up to date;
- To carry out pupil voice to check for quality of teaching and identify gaps;
- To carry out learning walks to monitor teaching and learning;
- To informally discuss with colleagues to support and give advice;
- To monitor recorded evidence of Sharepoint;
- To review regularly the contribution made by music to a meaningful curriculum;

- To lead a school choir and arrange performances

Subject specific terminology

PULSE: PULSE in a piece of music as a foundation to their musical understanding.

PULSE is like a regular heartbeat running steadily through the music.

PITCH: The next is PITCH which is the melody and the way the notes change from low to high and vice versa.

RHYTHM: For some reason they use the word 'duration' but they basically mean RHYTHM (which is a much more exciting word!) If you were singing a song, the rhythm would follow the pattern of the words. If you sing a song and clap the words, your clapping would be different to the PULSE. This analogy can be taken as a starting point and later applied to music with no words.

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound — whisper/hum/sing/talk (examples with the voice) or tinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound

STRUCTURE: The way the music is laid out — e.g. 4 notes in a bar, 4 bars in a phrase etc (a bit like how words, sentences and paragraphs are put together in writing)

APPROPRIATE MUSICAL NOTATIONS: Anything that you can use to read music from, whether they be made up symbols to be read in a particular order like a graphic score or traditional stave notation...

These dimensions will be taught and developed in each key stage. The key dimensions for each key stage are indicated below. They must be taught and developed in the indicated years.

Years 1 & 2

Pulse

Pitch

Dynamics

Tempo

Graphic notation

Symbols/pictures

Years 3 & 4

Pulse

Pitch

Dynamics

Duration

Tempo

Rhythm

Timbre

Texture

Graphic notation

Symbols/pictures

Stave



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Ambition

Belief

Compassion

Pride

Respect

Year 5 & 6

Pulse

Pitch

Dynamics

Duration

Tempo

Rhythm

Timbre

Texture

Structure

Musical Notation i.e.

semiquaver, quaver,

crotchet, minim,

semibreve, staff

General Music Websites

http://www.bbc.co.uk/schools/websites/4_11/site/music

<http://www.primaryresources.co.uk/music/music.htm>

http://funmusicco.com/music-lesson-plans/?gclid=CMCK_tjLxMcCFYgIwwodFbgP_fQ



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Ambition

Belief

Compassion

Pride

Respect

<http://jollylearning.co.uk/overview-about-jolly-music/>

<http://www.twinkl.co.uk/resources/topics/music>

<https://www.musicexpress.co.uk/extras/glossary>

Listening

<http://www.twinkl.co.uk/resources/listening-music-area>

<http://www.teachingideas.co.uk/music/contents.htm>

Singing

<https://www.singup.org/>

<http://funmusicco.com/music-education-videos/online-primary-music-singing-resources/>

Composition

<http://www.teachingideas.co.uk/>

http://www.bbc.co.uk/schools/teachers/wallaceandgromit/classroom_resources.shtml

<https://www.learntogether.org.uk/.../Primary%20Music%20Composing%20>

Planning

<https://www.bbc.co.uk/teach/ten-pieces>



Useful iPad Apps

Garage band

Sketch a song

Loopesque

Loopseque kids

Dust Buster 2

All of these apps are free and will help children with their composition skills.

Music policy reviewed by Subject Team: Autumn 2024

Next review: Autumn 2025

Music policy approved by governing body:

Mrs E. Smith Mrs B. Ferrara