

**'Love, Laugh, Learn'**

*Resourcefulness, Reciprocity, Reflectiveness, Resilience*

# MUSIC POLICY



Policy Document Status			
<b>Date of Policy Creation</b>	September 2023	<b>Chair of Governors</b>	Gill Stubbs
<b>Adoption of policy by Governing Board</b>	18 October 2023	<b>Executive Headteacher</b>	Denise Garner
<b>Inception of new Policy</b>	19 October 2023	<b>Staff Member Responsibility</b>	Danielle Frame
<b>Date of policy review</b>	September 2025	<b>Day Care Manager</b>	Shelley Thursfield

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## **The nature of music**

Music is a universal language that embodies one of the highest forms of creativity. For many children, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them. Learning about music is a vital part of a broad and rounded education. Taught well music gives children the opportunity to make music, think more musically and crucially, become even more musical.

## **Curriculum Intent**

Our high-quality music curriculum is designed to engage and inspire children to develop a love of music and their talent as musicians. The curriculum is designed to ignite all areas of child development and skills for school readiness, including intellectual, social, emotional, motor skills, language, and overall literacy. Through music and movement children learn new words and concepts by chanting rhymes, creating sounds, using household items, and singing songs to learn the alphabet. Music also helps children to learn how to express emotions in different ways, it can raise someone’s mood, get them excited or make them calm and relaxed. Through music children learn the reasons for creating music, such as for celebrations, recreation, and artist expression.

## **Curriculum Implementation**

- Develop children’s understanding of music through high quality teaching and carefully thought-out sequences of lessons.
- provide a range of practical activities for the children to incorporate listening, appraising, composing, and performing.
- provide opportunities for the children to experience the eight key elements of music – pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate music notation.
- provide opportunities for the children to listen to a wide range of music, live and recorded including music from other cultures and different styles or types of music.
- provide opportunities for the children to play and learn a musical instrument.
- allowing children to be creative and give them the freedom to explore a range of tuned and untuned instruments.
- provide the children opportunities to speaking chants, rhymes and singing expressively.
- allow children, the opportunity to rehearse and perform their songs to an audience.

provide opportunities for children to record their own compositions using appropriate technology.

## **Role of the Music Subject Leader**

The role of the subject leader is to:

- develop good working relationships, to instil confidence by sharing expertise and knowledge and to be open to suggestions.

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- have an overview of music in the Early Years Foundation Stage and Key Stage 1 and monitor the implementation of the National Curriculum
- lead staff professional development so they have the knowledge to teach music.
- attend professional development and read research articles to keep up to date with developments in teaching music in early years and primary.
- review long, medium- and short-term planning to ensure it is relevant.
- update and manage resources.
- speak with children to measure the impact of the curriculum.
- work with other professionals and establishments
- create an action plan in response to monitoring and keep a PowerPoint portfolio and recordings of how music is taught in school and standards.
- keep parents and governors informed about standards in music.

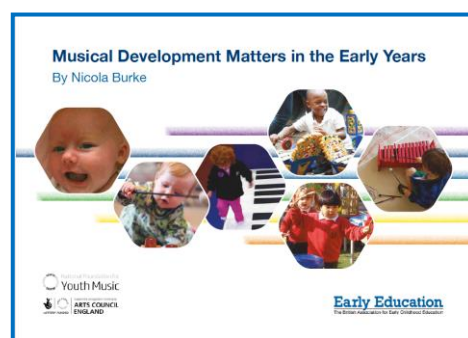
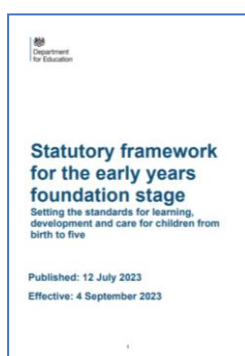
The subject leader will keep a portfolio of examples of work to show progression in concepts and processes. Records in the form of photographs and recordings are both records of practice and used as a staff resource.

## Teaching and Learning

### Early Years Foundation Stage

In Nursery and Reception, we teach **Expressive Arts and Design** as one of the seven areas of learning set out in the Statutory Framework for EYFS to develop a child's ability to sing well known nursery rhymes and songs, explore and engage in music making with others and when appropriate move in time to music.

Teachers use *Musical Development Matter in the Early Years* to inform their planning for music.



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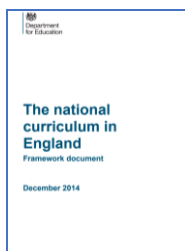
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Birth to Three	Three and Four-Year-Olds	Children in Reception
<ul style="list-style-type: none"> <li>Show attention to sounds and music.</li> <li>Respond emotionally and physically to music when it changes.</li> <li>Move and dance to music.</li> <li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li> <li>Explore their voices and enjoy making sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>
<ul style="list-style-type: none"> <li>Join in with songs and rhymes, making some sounds.</li> <li>Make rhythmical and repetitive sounds.</li> <li>Explore a range of soundmakers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Join different materials and explore different textures.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> </ul>
<ul style="list-style-type: none"> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Start to make marks intentionally.</li> <li>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> </ul>	<ul style="list-style-type: none"> <li>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>Use drawing to represent ideas like movement or loud noises.</li> <li>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play.</li> </ul>
<ul style="list-style-type: none"> <li>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour and colour-mixing.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<ul style="list-style-type: none"> <li>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> </ul>	
<ul style="list-style-type: none"> <li>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match').</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know.</li> </ul>	
	<ul style="list-style-type: none"> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	

Early Learning Goals
<b>Creating with Materials</b> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
<b>Being Imaginative and Expressive</b> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>

## Key Stage 1

We follow the National Curriculum for **Music**. *'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.'*



## Key Stage 1

### National Curriculum 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, can learn a musical instrument, use technology appropriately and can progress to the next level of musical excellence.

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- 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

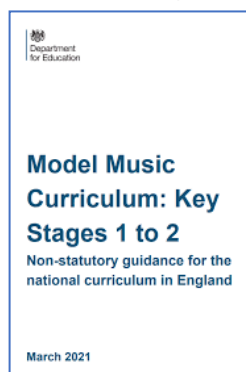
Pupils should be taught to:

- 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.

## Charanga's Model Music Curriculum (MMC) Scheme

Charanga is a teaching and learning platform with teaching resources and music technology for online learning as well as professional development for non-specialist teachers.

The Charanga curriculum is aligned to the listening, notation, skills and year-by-year progression pathway of the DfE's non-statutory MMC.



[A world-leading music teaching and learning platform. \(charanga.com\)](https://www.charanga.com)

Charanga Musical Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

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## Spiritual, Moral, Social, and Cultural (SMSC) development

The teaching of music offers opportunities to support the personal development of our children. Groupings allow children to work together and discuss their ideas and feelings about their own work and the work of others in a sensitive way. They are given opportunities to collaborate and co-operate across a range of activities and experiences. Being imaginative and creative helps children to gain an understanding of themselves and others. They also develop an understanding of different times, cultures, and religions through learning about famous musicians.

Teachers and other adults in school promote the following attitudes during lessons:

- co-operation with others.
- caring for materials and themselves.
- respect for other people's work and opinions.
- self-respect and confidence in their own ideas.
- willingness to 'have a go'.
- perseverance,
- open mindedness,
- curiosity,
- critical reflection,

## Performances

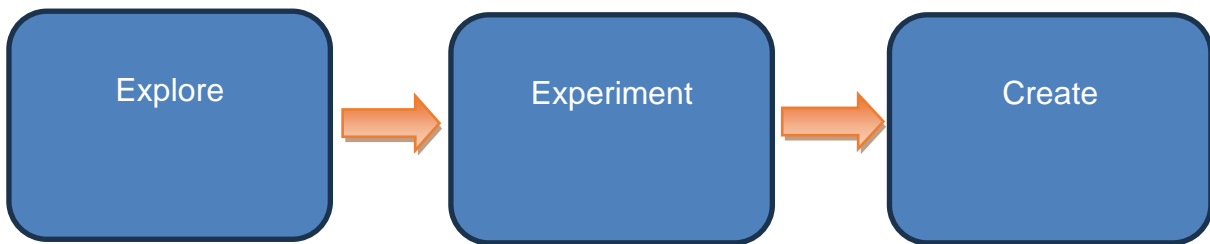
<p><b>Autumn</b></p> 	<p>Key Strings attend school in the autumn term YR-Y2 are introduced to string instruments in an exciting and hands on way.</p> <p>As part of Black History month children take part in African drumming and dance workshops as part of black history month. Early Years take part in a Diwali dance workshop and weekly workshops with Music Minors.</p> <p>Our school choir attends community events with other schools in Telford such as singing at the Christmas Market.</p> <p>Children will take part in celebrations learning songs and rhymes for our Harvest festival. The Christmas Nativity is performed each year the children contribute by singing, dancing, and performing music</p>
<p><b>Spring</b></p>	<p>During the Spring Term children have opportunities to work in groups or as a class on developing music making skills. Music workshops between school or year groups are organised. Children also perform their learning to parents and other classes during class assemblies. Telford and Wrekin Music services deliver music programmes in school.</p>
<p><b>Summer</b></p>	<p>Our school choir attends community events with other schools in Telford such as the 'Big Sing' at Telford football club.</p> <p>The children demonstrate their musical skills and talents during the Year 2 leaving assembly. All children get a chance to enter the 'Wrockwardine Wood's Got Talent' show at the end of term.</p>

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## Planning

Teachers follow medium term planning which is reviewed annually by subject leaders and teachers. Lessons include time for children to:



A long-term planning matrix (see appendix 1) ensures the key skills (performing, composing, listening, responding, and reviewing) are taught each term. Music is taught by class teachers through a scheme called Charanga and Music provision from Telford and Wrekin. The curriculum is sequenced and planned in a progressive way, so children build knowledge see (appendix 2) for a brief overview, teachers use a more detailed progression document for assessment. Teachers teach music in the classrooms and use the hall when they want to organise the whole class to work in groups, composing and exploring the whole range of musical instruments. Opportunities for listening to music are planned, for example assemblies, at the start of the day or PE times when children are changing.

Every week the whole school meet to sing and learn songs for assemblies and celebrations. The Music subject plans and manages these sessions. A piece of music is chosen each week for children to listen to at the start and end of assembly when co-ordinators draw attention to the name of the music, composer, and any features.

## Building Knowledge in Early Years and Key Stage 1

Ofsted's review of music 'Striking the right note' published in September 2023 sets out 2 domains of knowledge:

- 'Procedural knowledge' the knowledge used in performing a task such as playing an instrument or using multi-tracking software fluently.
- 'Declarative knowledge' is a set of musical knowledge that can be stated verbally. It is content that can be discussed.

### Procedural knowledge

This knowledge is the foundation of performing and composing. Well-developed procedural knowledge depends on children acquiring an array of automated procedures to develop technical and expressive competence on an instrument.

### Declarative knowledge

In a musical context, examples of declarative knowledge might include notation, keys and chords, or the works and songs that comprise musical culture.

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## **Pillars of progression in music**

### **Technical**

The development of motor skills for music is an important aspect of controlling and understanding sound. Children's ability to control sound, through singing, playing instruments, or using music technology, helps them to get better at performing, composing, and listening to music.

### **Constructive**

This refers to knowledge of how the building blocks of music come together, both analytically and in the creative process. It includes knowledge of musical elements/interrelated dimensions of music and the building blocks of composition.

### **Expressive**

This focuses on the less definable aspects of music: quality, meaning and creativity. Musical expression in performance depends on the highly developed technical expertise of the performer. This is combined with what a performer knows and understands about the music they are playing both specifically and in terms of the wider culture in which the music exists.

## **Assessment and recording**

Teachers use a *Progression in Knowledge and Skills* document for music, which sets out what each child is expected to learn and by when.

The children's work is assessed through informal judgements, made through observations during music lessons and compared against the success criteria. The children are presented with questions to help guide their thinking and to provide them with the opportunity to reflect upon the lesson and the knowledge they have gained from it. These questions are linked to the key elements of music and support teacher judgements and generate next steps for planning.

As progress occurs the following may also apply to enable playing and recording to take place:

- Making marks on paper/boards in response to sounds/music.
- Recording sound patterns with different coloured cubes/pens.
- Devising own symbols to represent long/short/ continual sounds.
- Use pictures to illustrate sounds.
- Begin to read and perform their own and other's compositions by reading their simple notation.
- Recording representations of their music composition on the computer.

## **Formal assessment**

At the end of EYFS, Profile Scores are used to measure children's attainment in the *Expressive Arts and Design* strand of learning.



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For assessment purposes and report writing at end of Key Stage 1, class teachers refer to the expected National Curriculum outcomes.

## **Cross Curricular links**

Music plays an important part across the whole range of the National Curriculum subjects. The skills that are developed can be applied across the curriculum for instance using musical instruments to accompany a traditional tale.

## **Equal Opportunities**

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion, and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

## **Multicultural Dimension**

Cultural diversity is seen as a rich resource by the staff. They use this resource whenever possible to support music.

## **Computing**

Computer programmes, and websites are used to help children to create and compose music.

## **Differentiation**

The teaching of music needs to consider the varied abilities, attitudes, and individual needs of the children. Music lessons can be differentiated by outcome however, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

## **Inclusion**

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment, and mixed ability grouping to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

## **Resources**

Children in Nursery and Reception classes have access to musical instruments as part of their continuous provision. In KS1 ([appendix 2](#))

## **Technical Vocabulary** ([appendix 3](#))

## **Shared drive**

Knowledge organisers and power points for many composers are available for teachers to access and use to support their teaching.

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## Appendix 1

Long Term Planning					
Reception					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Me</b> 1. Listen and Respond to a different style of music each week/step. 2. Explore and Create - initially using voices only but building to using classroom instruments too. 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and perform	<b>My Stories</b>	<b>Everyone</b> Build on knowledge of pulse, rhythm, pitch	<b>Our world</b> Build on knowledge of pulse, rhythm, pitch	<b>Big Bear Funk</b> Consolidation of learning and history of music. Performance	<b>Reflect-Rewind and Replay</b> Consolidation of learning and history of music. Performance.
<b>Hey You</b> Recognise musical styles/listen to different music/recognise name/play instruments.	<b>Rhythm in the way we walk.</b> Focus- Pulse. Rhythm, Pitch	<b>In the Groove</b> Playing instruments and singing in different styles	<b>Round and Round</b>	<b>Your Imagination</b> Improvising/composing own music	<b>Reflect-Rewind and Replay</b> Performing
<b>Hand, Feet and Heart</b> Recognise musical styles/listen to different music/Learn about the dimensions of music- Pulse/rhythm/pitch/tempo/dynamics	<b>Ho Ho Ho</b> Performance/Christmas Playing instruments	<b>I Want to play in a band.</b> Song Structure	<b>Zoo Time</b> Improvising/composing own music. Playing instruments	<b>Friendship song</b> Improvising/composing own music. Playing instruments	<b>Reflect-Rewind and Replay</b> Performing
A world-leading music teaching and learning platform. ( <a href="http://charanga.com">charanga.com</a> ) <a href="https://www.telfordwrekinmusiconline.co.uk/">https://www.telfordwrekinmusiconline.co.uk/</a>					

## Appendix 2

Progression			
Nursery	Reception	Year 1	Year 2
Nursery rhymes Songs in unison Action and counting songs and rhymes	Simple clapped rhythms Naing percussion instruments How to make sound e.g., bang, blow, shake Tempo (fats/slow) Dynamics (quiet/loud) Body percussion Match movement to music	Build and consolidate learning in EYFS. Singing more complex songs and action rhymes. Clapping and beating a variety of rhythms. Experimenting with composition. Learning how to use untuned/ tuned instruments. Evaluate own and other	Simple rounds in 2 and 3 parts, sing in tune and follow the pattern of the melody. Recognise and name a range of instruments. Know how to hold and play instruments correctly. Choose instruments carefully to create different moods and effects. Introduction to structure (organisation of sounds), timbre (different types of

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		performances. Introduction to duration (long/short), silence, tempo (fast/slow), pitch (high/low)	sound) and texture (ways in which sounds are combined). Perform simple patterns and accompaniments by clapping or playing instruments and keep a steady beat. Make more complex compositions and represent sounds with symbols.
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## Appendix 2

### Resources

Musical instruments are kept on a trolley or displayed in the school entrance.

There is a catalogue of CD's kept in the school hall.

The school has a piano and electric keyboard.

Recorders and music books are stored in the music cupboard in the hall.

A variety of song books are stored in the hall and GP Room.

Each class is equipped with a CD player and interactive whiteboard.

### Tuned

Chime bars Piano Keyboard Xylophone Metallophone Combi bells Hand chimes
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### Untuned

Headless tambourine Bells Bell stick Maraca Rainmaker Vibraslap Slit drum Temple block Tone block Wooden agogo Wood block Agogo bells Cow bell Gong	Triangle Bass drum Bongos Hand drum Snare drum Tambourine Talking drum Chime bar Metallophone Xylophone Caterpillar Castanets Claves	Cymbals Indian bells Slapstick Tibetan bells Wind chimes Cabasa Bell tree Guiro Shape drums Shekere
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## **Appendix 3**

### **Technical Vocabulary**

#### **Dynamics**

silence, quiet, loud

#### **Pitch**

high/low

#### **Duration**

long/short

#### **Tempo**

fast /slow

#### **Structure**

Music starting quietly and then getting louder or music which has a repetitive pattern.

#### **Texture**

Where different instruments or types of voices are combined.

#### **Timbre**

When a violin is played with a bow and then by plucking the strings.

#### **Music notation**

The signs and symbols used by children to record their music composition