

Music Policy and Guidelines



INTENT (Why)

The importance of primary music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music-making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

DfE Model Music Curriculum

Our ambition

- For children to feel musical and develop a life-long love of music.
- For children to develop knowledge and understanding, they need to become confident performers, composers and listeners.
- To introduce children to music from all around the world and across generations.
- For children to respect and appreciate the music of all traditions and communities.
- For children to develop an understanding of the history and cultural context of the music they listen to and how music can be written down.
- For children to develop transferable skills such as teamwork, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills.

We aim to do this by providing:

1. A coherent, structured, academic curriculum
2. Excellent teaching that demonstrates good subject knowledge supported by good quality guidance materials and strong subject leaders
3. Rich and broad learning experiences that develop curiosity, deepen knowledge, promote 'cultural capital' and develop life-long interest

IMPLEMENTATION (How)

1. A coherent, structured and academic curriculum

At Marsh Baldon, we primarily follow the Kapow Primary Music scheme, in which the following strands are interwoven to provide engaging and enriching learning experiences.

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit interweaves these strands with a cross-curricular topic designed to capture children's imaginations and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The instrumental scheme lessons complement the Kapow scheme of work and allow children to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

The Kapow scheme follows a spiral curriculum model where previous knowledge is returned to and built upon. Children progress by tackling more complex tasks and doing simple tasks better, as well as developing an understanding and knowledge of the history of music, staff, and other musical notation, as well as the interrelated dimension of music and more.

In each lesson, children will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies, from independent tasks, to paired and group work, as well as improvisation and teacher-led performances. Lessons are hands-on and incorporate movement and dance elements, as well as developing deeper understanding by making links with other subjects.

Differentiated guidance is available for every lesson to ensure lessons can be accessed by all pupils, and opportunities to stretch pupils' learning are available. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge, encouraging recall of key facts and vocabulary.

Progression

EYFS	<u>Celebration music</u>	♦ <u>Exploring sound</u>	♦ <u>Music and movement</u>	♦ <u>Musical stories</u>	♦ <u>Big band</u>
Key knowledge from the unit	To know that there are special songs we can sing to celebrate events.	To understand how to listen carefully and talk about what I hear.	To know that the beat is the steady pulse of a song.	To understand that a piece of music can tell a story with sounds.	To know that an orchestra is a big group of people playing a variety of instruments together.
	To understand that my voice or an instrument can match an action in a song.	To know that sounds can be copied by my voice, body percussion and instruments.	To know that tempo is the speed of the music.	To know that different instruments can sound like a particular character.	To know that music often has more than one instrument being played at a time.
	To know that moving to music can be part of a celebration.	To understand that instruments can be played loudly or softly.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand what 'high' and 'low' notes are.	To understand that performing means playing a finished piece of music for an audience.
	To recognise that different sounds can be long or short.	To know that music often has more than one instrument being played at a time.	To know that signals can tell us when to start or stop playing.		
	To recognise music that is 'fast' or 'slow'.				

♦ NB. Unit appears in the condensed curriculum

Year 1	♦ <u>Pulse and rhythm</u> (All about me)	<u>Classical music, dynamics and tempo</u> (Animals)	♦ <u>Musical vocabulary</u> (Under the sea)	♦ <u>Timbre and rhythmic patterns</u> (Fairytale)	♦ <u>Pitch and tempo</u> (Superheroes)	<u>Vocal and body sounds</u> (By the sea)
Key knowledge from the unit	To know that rhythm means a pattern of long and short notes.	To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.	To understand that pitch means how high or low a note sounds.	To know that an instrument or rhythm pattern can represent a character in a story.	To understand that tempo can be used to represent mood or help tell a story.	To know that dynamics can change how someone listening feels about music.
	To know that pulse is the regular beat that goes through music.	To know that sounds can help tell a story.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.	To know that my voice can create different timbres to help tell a story.	To understand that 'tuned' instruments play more than one pitch of notes.	To know that your voice can be used as a musical instrument.
	To understand that the pulse of music can get faster or slower.	To know that tempo is the speed of the music.	To know that music has layers called 'texture'.	To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.	To know that following a leader when we perform helps everyone play together accurately.	To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.
	To know that a piece of music can have more than one section, eg a verse and a chorus.	To know that dynamics means how loud or soft a sound is.				To understand that music can be represented by pictures or symbols.

♦ NB. Unit appears in the condensed curriculum

Class 1 – Year 1 All Units except 'Vocal and Body Sounds - By the Sea'

Year 2	♦ <u>West African call and response song (Animals)</u>	♦ <u>Orchestral instruments (Traditional Western stories)</u>	♦ <u>Musical me</u>	<u>Dynamics, timbre, tempo and motifs (Space)</u>	<u>On this island: British songs and sounds</u>	♦ <u>Myths and legends</u>
Key knowledge from the unit	To know that dynamics can change the effect a sound has on the audience.	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that a 'soundscape' is a landscape created using only sounds.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.	I know that a graphic score can show a picture of the structure of music.
	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that 'notation' means writing music down so that someone else can play it.	To know that a composer is someone who creates music and writes it down.	To know that 'duration' means how long a note, phrase or whole piece of music lasts.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.			
	To understand that an instrument can be matched to an animal noise based on its timbre.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.				

♦ NB. Unit appears in the condensed curriculum

Year 3	♦ <u>Ballads</u>	<u>Creating compositions in response to an animation (Mountains)</u>	♦ <u>Developing singing technique (Vikings)</u>	♦ <u>Pentatonic melodies and composition (Chinese New Year)</u>	<u>Jazz</u>	♦ <u>Traditional instruments and improvisation (India)</u>
Key knowledge from the unit	To know that a ballad tells a story through song.	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.	To know that the word 'crescendo' means a sound getting gradually louder.	To understand that 'syncopation' means a rhythm that is played off the natural beat.	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
	To know that lyrics are the words of a song.	To know that an ensemble is a group of musicians who perform together.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To know that Ragtime is piano music that uses syncopation and a fast tempo.	To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
	To know that in a ballad, a 'stanza' is a verse.	To know that to perform well, it is important to listen to the other members of your ensemble.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that a pentatonic melody uses only the five notes C D E G A.	To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.	To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'
			To know that written music tells you how long to play a note for.		To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
						To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

♦ NB. Unit appears in the condensed curriculum

Instrumental Scheme (Particularly recommended for Year 4, yet suitable for all of KS2)

Instrumental scheme	◆ <u>South Africa</u>	◆ <u>Caribbean</u>	<u>South America</u>	<u>Indonesia</u>	<u>India</u>	<u>North America</u>
Key knowledge from the unit	To know the key features of South African Gumboot music.	To know the key features of Calypso music.	To know the history and key features of salsa music.	To know the history and key features of gamelan music.	To know the history and key features of Bollywood music.	To know the history and key features of minimalist music.
	To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.	To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.	To understand how to play pitches and rhythms from staff notation without prompts.	To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.	To understand how to play melodies in three parts from staff notation without prompts.	To understand how to play complex melodies in two parts from staff notation without prompts.
	To know the correct technique for playing tuned percussion instruments.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.

Class 3 – Instrumental Scheme All Units except North America and India

Year 5	✦ <u>Composition notation (Ancient Egypt)</u>	✦ <u>Blues</u>	✦ <u>South and West Africa</u>	✦ <u>Composition to represent the festival of colour (Holi)</u>	<u>Looping and remixing</u>	<u>Musical theatre</u>
Key knowledge from the unit	To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
	To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To know that choreography means the organisation of steps or moves in a dance.
	To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	To understand that major chords create a bright, happy sound.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that remix is music that has been changed, usually so it is suitable for dancing to.	To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
		To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that poly-rhythms means many rhythms played at once.	To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		
	To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
✦ NB. Unit appears in the condensed curriculum						

Year 6	◆ <u>Advanced rhythms</u>	◆ <u>Dynamics, pitch and texture (Coast- Fingal's Cave)</u>	<u>Songs of World War 2</u>	<u>Film music</u>	◆ <u>Theme and variations (Pop Art)</u>	◆ <u>Composing and performing a Leavers' song</u>
Key knowledge from the unit ◆ NB. Unit appears in the condensed curriculum	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To know that the conductor beats time to help the performers work well together.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2	To know that a film soundtrack includes the background music and any songs in a film.	To know that a 'theme' is a main melody in a piece of music.	To know that a chord progression is a sequence of chords that repeats throughout a song.
	To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.	To understand that improvisation means making up music 'on the spot'.	To know that the Solfa syllables represent the pitches in an octave.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	A 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.	To know that chord progressions are represented in music by Roman numerals.
	To know that a quaver is worth half a beat.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To understand that all types of music notation show note duration.

Curriculum Map

Class 1



Year A

- Autumn 1: Y1 Pulse and Rhythm – Theme ‘All About Me’
- Autumn 2: Nativity
- Spring 1: YR Music from a range of cultures – Theme ‘Celebration Music
- Spring 2: YR Vocal and body sounds – Exploring Sound
- Summer 1: YR Moving to a beat and simple actions - Music and Movement
- Summer 2: Y1 Timbre and rhythmic patterns – Theme ‘Fairytale’

Year B

- Autumn 1: YR Representing mood and character through music– Theme ‘Musical stories.’
- Autumn 2: Nativity
- Spring 1: YR Instrumental – Theme ‘Big Band’
- Spring 2: Y1 Musical vocabulary – Theme ‘Under the Sea’
- Summer 1: Y1 Pitch and Tempo – Theme ‘Superheroes’
- Summer 2: Y1 Classical music, dynamics and tempo – ‘Theme ‘Animals’

Class 2



Year A

- Autumn 1: Y2 Orchestral Instruments (Theme: Traditional Stories)
- Autumn 2: Nativity and Carols
- Spring 1: Y2 West African Call and Response – Theme ‘Animals’
- Spring 2: Y2 Dynamics, Timbre, Tempo – Theme ‘Space’
- Summer 1: Y3 Features of ballads, emotions, and performance - Theme ‘Ballads’
- Summer 2: Y3 Developing singing technique – Theme ‘Vikings’

Year B

- Autumn 1: Y2 Timbre, dynamics, tempo – Theme ‘Myths and Legends’
- Autumn 2: Nativity and Carols
- Spring 1: Y2 Singing and percussion – Theme ‘Musical Me’
- Spring 2: Y2 Creating sounds to represent landscape – Theme ‘British Songs and Sounds’
- Summer 1: Y3 Pentatonic melodies and composition - ‘Chinese New Year’
- Summer 2: Y3 Traditional Instruments and Improvisation – Theme ‘India’

Class 3



Year A

- Autumn 1: Y5 Composition and Notation – Theme ‘Ancient Egypt’
- Autumn 2: Nativity and Carols
- Spring 1: Y5 Blues
- Spring 2: Y6 Advanced Rhythms
- Summer 1: Y6 Musical Theatre
- Summer 2: The Play

Year B

- Autumn 1: Play and perform in ensemble context
- Autumn 2: Singing - Nativity and Carols
- Spring 1: Listening with attention to detail and recall sounds with increasing aural accuracy
- Spring 2: Play musical instrument with increasing accuracy, fluency, control and expression
- Summer 1: Composing and Performing a Performance Song, including solo and ensemble

Year C

- Autumn 1: Instrumental Lessons Unit – South Africa
- Autumn 2: Nativity and Carols
- Spring 1: Instrumental Lessons Unit – Caribbean
- Spring 2: Instrumental Lessons Unit – South America
- Summer 1: Instrumental Lessons Unit - Indonesia

		• Summer 2: The Play	• Summer 2: The Play
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2. **Mastery and retention for all (see Teaching and Learning policy)**

- Progression within lessons
- Support and Challenge
- Effective use of additional adults
- Low threshold high ceiling activities
- Clear learning objectives and success criteria
- Explicit vocabulary teaching
- Knowledge maps (to come in forward planning)
- Interleaving.
- Deliberate practice
- Retrieval
- Understanding of working memory and long-term memory

3. **Excellent Teaching supported by strong subject leadership**

- Effective teaching and learning policy
- Excellent CPD
- Easy to access resources

4. **Rich and Broad Learning Experiences to support Cultural Capital**

We provide practical, purposeful and authentic experiences for children to develop vocabulary, explore concepts and develop the skills to work with music. More specifically we provide:

- Opportunities to experiment and play e.g. play based curriculum into Year 1
- Extensive practical resources including a range musical instruments matched to the curriculum (see resources list)
- Opportunities to practise and perform both in school and with other schools, and in other venues
- Visits to cultural centres such as The Jaqueline Du Pre Building, Dorchester Abbey and The Sheldonian Theatre
- Links with other subjects such as science, history and dance to learn about the work of great musicians and their place in history

- Extra- curricular activities to sustain their interest and curiosity e.g. Singing Club / Drama Club
- Enrichment activities for more able through collaboration with other organisations such as Opera
- Learning to play a musical instrument by a specialist teacher

5. Thinking skills and Learning Habits

To deepen thinking skills in music we provide opportunities to develop the following skills:

- Listening, appraising and reflection
- Evaluation, comparison, analysis and synthesis
- Critical discussion
- Exploration of interpretation e.g. feelings, thoughts, and sensitivity
- Creativity
- Communicating through performance
- Using learning habits and metacognition to think consciously and systematically about what they do.

6. Responsible Citizenship

In Music we exploit the many opportunities for children to develop their sense of moral and social justice and to see their role as global citizens and agents of change. Children look at the role music plays in such positive change. Children are given opportunities to explore a diverse range of cultural traditions without creating counter-productive or one-dimensional stereotypes.

IMPACT - Effect

Assessment

The impact of our curriculum is monitored through formative and summative assessment opportunities. Each lesson includes guidance for assessing pupils against learning objectives, and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers support pupils by providing a visual record of key learning.

We assess and record children's learning outcomes through a variety of assessment methods including:

Assessment for Learning
 Children's performances
 Written work/notes/notation
 Observation of lessons
 Child interviews

Displays
Photographs
Anecdotal evidence
Insight

Supplementary Guidance found on shared drive

1. Resources List
2. List of in school planning resources
3. List of useful websites
4. List of useful subscriptions

