**St John the Baptist Primary School**

**Music Policy**

Approved Spring 25 Renew Spring 28

**INTENT**

At St Johns we intend to build a musical curriculum which develops learning and result in the acquisition of knowledge and improved wellbeing. As a school, we are committed to making music an enjoyable, enriching experience through which we aim to build children’s **courage** and confidence to participate in a variety of musical experiences. We want our pupils to listen with **humility**, appreciate music of different forms, learn how music can represent feelings and emotions. We want music to be embedded into school life and for it to be active and influential. We believe that music lessons should be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of music. Music plays an important part in helping children feel part of a community; it provides opportunities for all children to create, play, perform and enjoy music, to develop the skills, to understand different cultures and societies, appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.

Through music we aim to develop the personal and social skills of each child so they can participate and contribute fully and have the confidence to share their love of music in the modern, ever changing world.

The National Curriculum States:

***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.***

***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.***

At St Johns we believe that there are 10 vital attributes about music (DMEH Music Mark influencing, promoting and connecting poster) 1. Music boosts school improvement 2. Music improves learning skills 3. Music fosters team learning 4. Music builds life skills 5. Music underpins positive behaviour. 6. Music encourages creativity 7. Music is for life. 8 Music is an educational building block 9. Music is fun 10. Music is for everyone.

**IMPLEMENTATION**

To provide a clear and comprehensive scheme of work in line with the National Curriculum through Music Express, a scheme of work used as the basis for our curriculum planning. This scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. However, teachers also have access to other ideas and resources (such as Purple Mash) and are expected to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible. For example, Upper KS2 have recently studied music around the world. Teaching and learning should show progression across all Key Stages within the strands of music. A love of playing an instrument is also promoted and encourage in their ability to do so as a form of expression. Children will access extra - curricular musical participation opportunities such as performing to a wider audience.

**Curriculum**

Our main priority at is to teach and perfect the skills implemented by the National Curriculum for Music. Through our curriculum we aim for children to;

• Develop a love of music and their talent as musicians.

• Increase their self-confidence, creativity and sense of achievement.

• Develop a critical engagement with music, allowing them to compose.

• Listen with discrimination.

We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and we all take steps to achieve this. Factors such as classroom organisation, teaching materials, teaching style, differentiation are taken into account to enable the children to learn more effectively. We achieve this in a variety of ways by:

• setting common tasks which are open-ended and can have a variety of responses;

• setting tasks of increasing difficulty (not all children complete all tasks);

• grouping children by ability in the room and setting different tasks to each ability group;

• providing resources of different complexity depending on the ability of the child.

**Below is the Long Term Music Planning for the school from which individual teachers produce medium term planning for their own classes. These medium term plans cover all the knowledge and skills from the Music Progression of Knowledge and Skills document.**

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|  | CLASS 1 – YEAR A | | | | | |
| TERM | KNOWLEDGE AND SKILLS | | | | | LINKS TO THE WIDER CURRICULUM |
| AUTUMN | Sounds interesting -Exploring Sounds | | | **Year 1 –** Explore different sound sources.  Make sounds and recognize how they give a message.  Identify and name classroom instruments.  Change and use sounds in response to a stimulus. | | Geography  Weather – Exploring sounds  **Experiment with, create, select and combine sounds using the inter-related dimensions of music**  **2Explore**  Play and record simple melodies by clicking on the instruments.  **2Sequence**  Drag and drop sounds into the grid. Explore harmony and build up musical scores. |
| SPRING | Taking off – Exploring Pitch | | | **Year 1 –** Find their singing voice and use their voices confidently.  Sing a melody accurately at their own pitch.  Follow pitch movements with their hands and use, high, medium and low voices.  Respond physically when performing. | | **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **2Create a Story**  Children can to record themselves reading their own stories or rhythmic poems.  Children can compose music to accompany their stories using the piano tool.  **2DIY: Sound Drag**  Drag and drop sound samples to produce a piece of music.  **Computing Scheme of Work: Unit 2.7 – Making Music**  Using technology to explore music. |
| SUMMER | Feel the Pulse – Exploring pulse and rhythm | | | **Year 1 –** Identify the pulse in different pieces of music.  Identify the pulse and join in getting faster and slower together.  Identify short and long sounds in music.  Play instruments in different ways. | | Our land – Exploring sounds  **2Beat**  Teach rhythm and pulse by building up various beats |
|  | | CLASS 1 – YEAR B | | | | | |
| TERM | | KNOWLEDGE AND SKILLS | | | LINKS TO THE WIDER CURRICULUM | | |
| AUTUMN | | The Long and the Short of It – Exploring sounds | **Year 1 -**Be able to sing long and short sounds.  Use percussion instruments to make different sounds.  Create and choose sounds for a given stimulus.  Respond physically when performing, composing or appraising music. | | Play tuned and untuned instruments musically  **2Explore**  Experiment with, create, select and combine sounds using the inter-related dimensions of music | | |
| SPRING | | What’s the score – Exploring instruments and symbols | **Year 1 –** Explore instruments in different ways to create sounds.  Handle and play instruments with control.  Identify and name class instruments.  Explore playing slowly and quickly.  Begin to play loud and quiet sounds. | | Play and record simple melodies by clicking on the instruments.  **2Sequence**  Drag and drop sounds into the grid. Explore harmony and build up musical scores. | | |
| SUMMER | | Rain, Rain Go away – Exploring timbre and tempo | **Year 1-** Begin to sing songs expressively.  Create short sounds by playing instruments in different ways.  Identify different groups of instruments.  Change and use sounds expressively in response to a stimulus. | | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  **2Create a Story**  Children can to record themselves reading their own stories or rhythmic poems.  Children can compose music to accompany their stories using the piano tool. | | |
|  | | CLASS 2 – YEAR A | | | | | |
| TERM | | KNOWLEDGE AND SKILLS | | | LINKS TO THE WIDER CURRICULUM | | |
| AUTUMN | | Untuned instruments | Body percussion – beat   * **Y2** Identify the pulse in different pieces of music. * Identify the pulse and join in getting faster and slower together. * Identify long and short sounds in music. * Perform a rhythm to a given pulse. * **Y3** Recognise rhythmic patterns.   Perform a repeated pattern to a steady pulse. | | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  **2Beat**  Teach rhythm and pulse by building up various beats. | | |
| SPRING | | Tuned and untuned instruments  Listening, Memory and Movement.  . | Exploring rhythm   * **Y2** Recall and remember short songs and sequences and patterns of sounds. * Respond physically when performing, composing and appraising music. * **Y3**Identify melodic phrases and play them by ear. * Create sequences of movements in response to sounds. * Explore and chose different movements to describe animals. | | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  **2Explore**  Play and record simple melodies by clicking on the instruments | | |
| SUMMER | | Pitch - Tuned instruments | Learn to play the recorder   * **Y2** Play instruments in different ways and create sound effects. * Handle and play instruments with control.   Identify different groups of instruments   * **Y3** Identify melodic phrases and play them by ear. * Select instruments to describe visual images.   Choose instruments on the basis of internalised sounds | | **2Sequence**  Drag and drop sounds into the grid. Explore harmony and build up musical scores. | | |

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|  | CLASS 2 – YEAR B | | |
| TERM | KNOWLEDGE AND SKILLS | | LINKS TO THE WIDER CURRICULUM |
| AUTUMN | Animals – Exploring Pitch  . | **Year 2 –** Respond physically when performing,  Composing and appraising music.  Follow pitch of music with their hands and use high, low and middle voices.  Sing songs with control of pitch.  Play pitch lines on tuned percussion instruments  **Year 3 –** Create sequences of movement in response to sounds.  Sing in tune.  Sing songs and create different vocal effects.  Understand how mouth shapes affect voice sounds.  Identify melodic phrases and play them by ear. | **See Purple Mash Year 2 Unit2.7 Making Music – a series of 3 lessons**  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  **2Explore**  Play and record simple melodies by clicking on the instruments.  **2DIY: Sound Drag**  Drag and drop sound samples to produce a piece of music.  Listen with attention to detail and recall sounds with increasing aural memory  **Use 2Build a Profile Primary** to record evidence of the children in music lessons  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  **Use 2Build a Profile Primary**  http://www.2simple.com/apps |
| SPRING | Our Land – Exploring sounds  Identify how sounds can be changed.  Create and choose sounds to a given stimulus. | **Year 2-** Make sounds and recognize how they can give a message.  Knowing different ways to produce sounds.  **Year 3** – Analyse and comment on how sounds are used to create different moods.  Identify ways sounds are used to accompany a song.  Explore and perform different types of accompaniment.  Recognise and explore different combinations of pitch sounds. | Improvise and compose music for a range of purposes using the inter-related dimensions of music**.**  **2Sequence**  Drag and drop sounds into the grid. Explore harmony and build up musical scores.  **2DIY: Sound Drag**  Drag and drop sound samples to produce a piece of music. |
| SUMMER | Pitch | **Year 2/3**  Using tuned instruments – recorder | Use and understand staff and other musical notations  **2Beat and 2Sequence**; to explore sequencing and beats in a bar of several instruments playing together.  **2Explore**  Play and record simple melodies by clicking on the instruments |

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|  | CLASS 3 – YEAR A | | |
| TERM | KNOWLEDGE AND SKILLS | | LINKS TO THE WIDER CURRICULUM |
| AUTUMN  SPRING | Singing songs with control and using the voice expressively.  Exploring sounds, melody and accompaniment. | Pupils use voices and play instruments with increasing accuracy,  Pupils develop an understanding of history of music.   * **Y4** Sing with confidence using a wider vocal range. * **Y5/6** Sing songs with increasing control of breathing, posture and sound projection.   Pupils understand how music is created, produced and communicated.  Pupils understand a wide range of music from different traditions.  Pupils explore structure, timbre, and appropriate notations   * **Y4** Identify ways sounds are used to accompany a song. * Analyse and comment on how sounds are used to create different moods. * **Y5/6** Skills development for this element are to be found within   ‘Control of instruments’ and ‘ Composition’ | History - Ancient worlds/ Singing French  Sounds/ Environments  Explore music from around the world  Use 2Expolre  To play and record different melodies by clicking on instruments |
| SUMMER | Control of instruments. | Pupil learn to sing and play an instrument  Perform, listen and review and evaluate music.  Pupils play in an ensemble context.   * **Y4** Identify melodic phrases and play them by ear. * Select instruments to describe visual **Y5/6** Identify and control different ways percussion instruments make sounds. * Play accompaniments with control and accuracy. | Use 2Expolre  To play and record different melodies by clicking on instruments  2Sequence  Explore harmony and build up musical scores |

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|  | CLASS 3 – YEAR B | | |
| TERM | KNOWLEDGE AND SKILLS | | LINKS TO THE WIDER CURRICULUM |
| AUTUMN | To understand notation | Pupils use and understand staff notation  Pupils explore structure, timbre and texture.  Pupils create their own music   * **Y4/5/6** Perform using notation as a support. * Sing songs with staff notation as support. | poetry/ environment |
| SPRING | Evaluating and appraising  To listen and evaluate music | * Pupils listen to, review and evaluate music. * Pupils appreciate and understand a range of music drawn from different traditions. * Pupils improvise and compose music. * **Y4** Recognise how music can reflect different intentions * **Y5/6** Improve their work * through analysis, evaluation and comparison | Around the world/ communication  Explore Musicians on Purple Mash |
| SUMMER | Performance skills and composition | * Pupils learn to sing and play a musical instrument. * Pupils develop an understanding of musical composition. * **Y4** Create textures by combining sounds in different ways. * Create music that describes contrasting moods/emotions * **Y5/6** Identify different starting points or composing music. * Explore, select combine and exploit a range of different sounds to compose a soundscape. * Write lyrics to a known song. | Food and drink /ancient worlds |

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|  | CLASS 3 – YEAR C | | |
| TERM | KNOWLEDGE AND SKILLS | | LINKS TO THE WIDER CURRICULUM |
| AUTUMN | Performance skills and composition  Performance skills and composition | * Pupils develop an understanding of musical composition. * Pupils perform in an ensemble * Pupils develop an understanding of the history of music * **Y4** Perform in different ways, exploring the way the performers are a musical resource. * Perform with awareness of different parts. * **Y5/6** Present performances effectively with awareness of audience, venue and occasion. |  |
| SPRING | Controlling pulse and rhythm | Pupils explore dynamics, timbre, tempo and texture.  Pupils learn to sing with expression.  Pupils use and understand staff and other musical notations.   * Y4 Recognise rhythmic patterns. * Perform a repeated pattern to a steady pulse. * **Y5/6** Identify different speeds of pulse (tempo) by clapping and moving. * Improvise rhythm patterns. | Use Purple Mash  2Beat |
| SUMMER | Listening, Memory and Movement | * Pupils listen with attention to detail and recall sounds. * Pupils play and perform using their voices and musical instruments. * Pupils appreciate a wide range of record music * **Y4** Identify melodic phrases and play them by ear. * Create sequences of movements in response to sounds. * **Y5/6** Internalise short melodies and play these on pitched percussion (play by ear). * Create dances that reflect musical features. | Celebrations |

**EYFS and KS1**

In Foundation and KS1 Children’s musical skills should be fostered and promoted through using their imagination, experience and their senses. Creative music activities in the Foundation Phase and KS1 should enable children to make progress in their ability to:

• explore a range of sound sources and experiment with different ways of making and organising sounds

• create their own musical ideas and contribute to simple compositions

• sing a range of songs with others

• play simple rhythmic and melodic patterns on a variety of instruments

• recognise and describe sounds, and listen and respond to music

• reflect on their own and others’ music

**KS2**

At Key Stage 2, we endeavour to enable learners to build on the skills and knowledge learnt from KS1. Learners will develop their sensitivity and love for music through active involvement in improvising, creating, performing, appreciating and appraising, Learners with be taught a music enriched vocabulary and further develop musical skills by exploring the manipulation of sound, understanding structure and musical notation; singing, playing instruments, practising, improvising, composing and arranging music.

**Extra-Curricular Musical Activities**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Act of Worship songs are also linked to various annual celebrations and festivals such as Harvest, Christmas and Easter.

Participation in successful public musical performances is sometimes one of the most memorable things young people do at school. Annually, the whole school performs at the Dartmouth Music festival and Upper KS2 visit local care homes to sing before Christmas and at the end of the academic year. Our Year 6 also sing and perform in a leavers unforgettable ensemble!

**ASSESSMENT**

Teachers assess children’s work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. Teachers will assess children’s work in music by making informal judgements as they observe them during lessons. Video recordings are also made of live musical performances for the children to use as self-assessment.

At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the Key Learning Descriptors for that particular year group. We use this as the basis for assessing the progress of each child and we pass this information on to the next teacher at the end of the year. During the academic year, the subject leader will continue to monitor standards in music throughout school.

**IMPACT**

Children will achieve age related expectations in music at the end of their cohort year.

Children will retain knowledge that is pertinent to music

Children will have the opportunity to foster their instrumental flare and use this as a form of expression. Children will participate in wider musical activities.

Opportunities for improved well -being and confidence will be increased.

Children will gain wider audience performance experience.

Children will have heightened awareness of musical opportunities available in and outside of school.