Music Policy

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This policy is based on the Music programmes of study: Key stage 1 and 2 National Curriculum in England document, alongside the Model Music Curriculum. *See Appendix 1.*

Intent, Implementation and Impact

Intent

At Albrighton Primary School, we strongly believe that music has the power to enhance and enrich learning, instil a sense of community and positively impact on individual's self-esteem and mental wellbeing. In addition to harnessing the power of music across the curriculum, our overriding aim is to instil in pupils a lifelong love of music.

Music features in all aspects of school life, from learning songs to gain fluency in subjects such as Maths and French, to curriculum Music lessons, to whole school singing and extra-curricular music opportunities. Music flows through the school and enhances our learning environment.

Through the programmes of study (National Curriculum 2014), the children will acquire and develop the key knowledge that has been identified within each aspect of music, and across each year group, through stimulating and engaging learning opportunities. Regular opportunities to compose and perform enable the children to develop their skills whilst embedding the associated knowledge.

Implementation

Curriculum music is delivered through the supportive scheme **Sparkyard**, which is highly recommended by Shropshire Music Service. With **National Curriculum Objectives at its core**, the scheme draws on high quality resources from The Model Music Curriculum (2021). Even though the scheme has singing at its heart, it also ensures all pupils from our youngest to oldest have the opportunity to play instruments, learn notation, compose and perform.

The progression of knowledge and skills across the school is integral to the sequence of lessons, from EYFS through to the end of KS2.

We have a wide range of untuned percussion instruments available, as well as class sets of recorders, glockenspiels and ukuleles, which enable all children to regularly explore, compose and perform. Children listen to high quality recordings and have the opportunity to hear live music from a wide range of genres. Staff notation is taught from KS1 and we aim for all children to be able to read music competently by the end of KS2.

Whole school music assemblies are an additional weekly opportunity for the music subject lead to instil both a passion for our music curriculum and a reminder of key national curriculum skills. This is with both a focus on singing as a skill and embedding the knowledge of the seven inter-related dimensions of music. It also contributes to a sense of community and celebration as the whole school sing as an ensemble. Each month, the 'Music of the Month' is shared. This is a bespoke collection of artists and genres, created by music subject lead, taking guiudance from the Model Music Curriculum. It is shared with pupils to widen their appreciation for other genres and increase their understanding of music history and culture.

Extra-curricular opportunities include a thriving choir, popular Rocksteady band sessions, peripatetic music lessons and a musical theatre club.

Impact

Children will have developed the knowledge and skills to enable them to continue their musical journey beyond the primary curriculum. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent and enthusiastic musicians in their secondary education and beyond.

We measure the impact of our music curriculum through the following methods:

- Assessing children's understanding of the knowledge and linked vocabulary before and after a unit is taught.
- Formative assessment throughout lessons – questioning, making observations and carrying out AFL tasks to check knowledge and understanding.
- Moderation of work and video recordings to ensure appropriate progression of attainment across the school.
- Moderation staff meetings where there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum.

Aims of the Model Music Curriculum

The Model Music Curriculum (2021) provides non-statutory guidance to schools. It is designed to introduce the next generation to a broad repertoire of music from the Western Classical tradition, and to the best popular music and music from around the world. It is designed to assist rather than to prescribe, providing a benchmark to help teachers, school leaders and curriculum designers make sure every music lesson is of the highest quality.
In setting out a clearly sequenced and ambitious approach to music teaching, this curriculum provides a roadmap to introduce pupils to the delights and disciplines of music, helping them to appreciate and understand the works of the musical giants of the past, while also equipping them with the technical skills and creativity to compose and perform.

The power of 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.

The aim of the Model Music Curriculum
The aim of the MMC is to ensure a universal provision of music education, for all pupils in all schools. In time and resources, this provision is as follows:

- At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week.
- In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.
- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.
- Music should have a minimum of one weekly period the whole way through Key Stage 3. Carousels are not a substitute that fits with the values of comprehensive education.

The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

A link to the full document can be found here.

Long Term Planning

At Albrighton, we use the Sparkyard scheme of learning as a whole school approach. This covers all elements of the curriculum and was derived using the Model Music curriculum. Alongside this we use weekly music assemblies as an opportunity to teach, including singing, Music of the Month and vocabulary recaps. Our teachers use the scheme with adaptive teaching. This means that teachers adapt their teaching to make it appropriate for all students in their classroom so each and every child can access the learning and be successful in their learning. For Music this means that all children will receive Quality First Music teaching in the classroom and the lesson and resources will be adapted to suit the needs of all pupils. This might take the form of questioning tailored to each individual pupil, targeted support from the teacher or teaching assistant, mixed ability pairs or groupings for children to support and teach each other including the use of a 'driver/navigator' approach.

Sparkyard is not a mixed year group approach, though created with Year 1 and 2, Year 3 and 4 and Year 5 and 6 closely linked. Teachers carefully selected lessons from the scheme that support the learning and mapped these on a curriculum overview, ensuring appropriate coverage across the two year cycle.

Assessment and Progression

With the removal of levels from the National Curriculum, we will use 'I know' and 'I can' progression statements to assess children's knowledge and understanding. These have been taken from the National Curriculum and put into a progression document using our Sparkyard Scheme. Teachers can assess children directly against the progression document.

Time Allocation

Children will receive minimum one hour weekly dedicated music teaching time. Included in this one hour music teaching is our weekly 15 minute assembly. In EYFS and KS1, the remaining time is split into shorter manageable periods appropriate to their age. In KS2, children receive another discrete 45 minute music lesson. In addition to this, staff are expected to plan for the use of new singing in English, Maths and Science lessons and across the curriculum.

Monitoring and Development

Music will be monitored in line with the school's monitoring policy and the school development plan.

Equal Opportunities

All children are offered equal opportunities to participate in all areas of the music curriculum.

Appendix 1: National Curriculum Music Programme of Study

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.

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Music – key stages 1 and 2

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.

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Appendix 2: Glossary of Terms

This is a glossary of terms created by music subject lead using Sparkyard resources. These are the key terms teachers will use during their lessons.

Pulse

Think of the pulse in our wrists or our heartbeats. Most music has a steady beat. We can move to the pulse in lots of ways, such as waving our arms, pushing a piece of playdough, marching or clapping.

Rhythm

The regular, repeated patterns of sound.

Pitch

How high or low a sound is. When listening to music, raise your hand high when you hear a high pitch. Alternatively, go low when you hear a low pitch. We can talk about the *breadth* of pitch – is the range of pitches broad (very high to very low) or grouped tightly together?

Duration

The length of notes – long or short. Try singing the opening to Beethoven's Fifth Symphony – 'short short short LOOOONG' (also Morse code of the letter V!).

Dynamics



The volume of the music – how loud or quiet/soft it is. This can change throughout the music. If music is LOUD, it is called *forte*. If music is quiet, it is called *piano*. Say the word 'dynamics' starting at a whisper and ending with a shout (a *crescendo* – a gradual increase in volume!) The opposite of a crescendo is a *diminuendo*, where a note or phrase begins louder and becomes quieter (a decrease in volume).

Tempo

The speed of the music. March your feet and chant, 'Tempo - how fast does it go?' We want to try and keep a steady tempo when we perform, unless the music deliberately changes.

Timbre (said phonetically 'tom' 'bruh').

Each voice or instrument sound is unique – like a fingerprint – and it's called the 'timbre'. If two different people sung the same song, it sounds different, and you might be able to identify who is singing from their unique timbre.

It is the character or quality of a musical sound. Instruments can be hard or soft, metallic, wooden, stringed, winded etc.

Texture

The layers of rhythm and sound. What different things are happening at the same time in a piece of music? Is a guitar playing whilst a voice sings? There may be multiple instruments all at once. The texture may change throughout the music. It is important because it can determine how a piece of music makes us feel.

Structure

How a piece of music is organised into sections. For example, imagine a line of music called "A" that has four crochets (1 beat notes). Perhaps line "B" has only two crochets and then rests. The structure of the music may be "AABA", showing line A repeated more. Similarly, in a popular Pop song the chorus might be repeated between verses before reaching a bridge – showing the structure of the piece and how it is organised.

A 'call-and-echo' or 'call-and-response' structure use a musical phrase in which the first rhythm is echoed or responded to by another (or the same) rhythm. It can be like it is copying it or replying to it like a conversation. Think of the nursery rhyme 'Frère Jacques' or song 'Boom Chicka Boom'.

Sequence

A repetition of a phrase or melody at a higher or lower pitch

Phrase

A group of notes forming a distinct unit within a longer piece.

Verse

A group of lines that form a unit in a song.

Chorus

The part of the song repeated after each verse.

Notation

Written symbols used to visually represent music. This can be 'formal' notation on a stave (a collection of five lines and four spaces, each line/space representing a different white key on a keyboard), or in another way such as pictures or words.

Articulation

The style of execution of a musical note. For example, a note might be *staccato* or *legato* (definitions below).



Staccato

When a note is crisp and slightly detached. It might make the music seem spiky or jumpy. These are shown by notes over the top of the note.

Legato

When a series of notes are smooth and flows like a slur. This is shown by curved lines over the top of the notes.

Tonality

The harmonic effect of music being played in a particular key – *major* or *minor*. Cheerful, positive, joyful music is usually written with major tonality, whereas sad, melancholy music is often written in minor keys.

Time signature

On musical notation, a time signature gives an idea of rhythm by how saying how many beats are in a bar. One number is written on top of the other. Common time signatures are 4/4, 3/4 or 2/4.

Time signature	What it means
$\frac{4}{4}$	Four quarter notes in each measure
$\frac{3}{4}$	Three quarter notes in each measure
$\frac{2}{4}$	Two quarter notes in each measure

Signed by Headteacher

Signed by Chair of Governors
