



“Let Your Light Shine”

**Frieth C.E.C. School**

**Music Policy**

**Date implemented** : June 2019

**Member of staff responsible:** Sasha Steventon

**Designated Governor:** David Redhouse

**Headteacher’s signature**

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Review date: June 2021

signed:

date:

Review date: Feb 2024

signed:

date:

Review date:

signed:

date:

Review date:

signed:

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**Frieth School Vision statement:**

*'...Your light must shine before people, so that they see the good things you do.'*

*Matthew 5:16*

**Values:**

These are the Christian Values that you believe are both taught and learnt in our school.

Kindness  
Honesty  
Creativity  
Responsibility  
Resilience  
Respect

*“Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children’s education.” – Yo-Yo Ma*

*“Music is a more potent instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul.” – Plato*

**Music Vision Statement:**

Developing musicality, creativity and harmony to inspire the musicians of a culturally literate future.

**Intent**

At Frieth Church of England Primary School pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Pupils will participate in a variety of musical experiences and will develop a love of music and develop their talent as musicians. By doing so they will increase their self-confidence, creativity and sense of achievement.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat, as well as gaining a core grounding of Musical theory so that they have a jumping off point for more detailed musical education. We focus on the key areas of music, Performance, composition, and analysis. This is done through singing songs, learning new instruments, and listening. Pupils will be taught technical vocabulary for the interrelated dimensions of music such as volume, pitch, beat and rhythm and will be encouraged to discuss music using these terms. They will be given a huge number of performance opportunities, both inside and outside of school. Children will develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives, and they will build strong connections between what technical music aspects have an effect on their emotional response.

Pupils will develop their cultural capital by experiencing music from different societies and periods of history providing cross curricular links that support knowledge and understanding across the curriculum.

Song will be used to support knowledge acquisition and the embedding of key concepts in their long-term memory.

The participation in music will inherently underpin the spiritual, moral, social and cultural development of our pupils

### **National Curriculum Aims:**

#### **Key Stage 1 & 2**

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.

#### **Key Stage 1 National Curriculum Attainment:**

Pupils should be able to:

- Vocal: Sing a melody, imitate changes in pitch, recognise phrases and know when to breath, understand pitching of high and low, and how to use those voices. Follow some simple notated vocal phrases.
- Instrumental: Identify high and low pitch on multiple instruments. Understand the difference in musical families, and how instruments should be played. Feel confident in using unpitched instruments, and

gain the basics of pitched instruments.

- Transcription: Recognise note values, basic notation and be able to use some of these symbols to help with their performance.
- Composition: Understand what musical features affect the listeners response, and use those key features to write an effective composition. Create and understand short rhythmic and melodic patterns.
- Performance: Confidently perform to their class, both in groups and solo. Recognise the need for an audience and respond physically when performing.
- Listening, Appraising: Identify a Beat in a piece of music, and understand the difference between Beat and Rhythm. Identify a range of musical features, and how they change the mood of a Piece. Identify different sound sources.

### **Key stage 2 National Curriculum attainment:**

Pupils should be able to:

- Vocally: Understand vocal techniques including diction, breath control, projection. Sing from memory, and with intentional accuracy in pitch. Sustain phrases and sing with confidence, be able to perform self-composition and written notation.
- Instrumental: Identify melodic and rhythmic phrases, Play some melodic phrases by ear, subdivide a pulse, use instruments independently, sing and perform using staff notation, create different effects using pitched sounds, be confident in using dynamics on a number of pitched instruments.
- Transcription: Confident understanding of notated notes up to pairs of quavers. Understand pitch changes with sharps and flats. Understand ledger lines, staccato marks. Bass and Treble clef reading will be confident.
- Composition: understand different moods within a piece and be able to replicate using musical features to create desired effects. Understand song structures and be able to compose a Verse/Chorus song. Use drones, ostinato, and varied Melodies and rhythms to create multiple compositions for different performances. Work together in small groups to combine and share ideas.
- Performance: Show awareness of audience, venue and occasion. Improve their performance through analysis and evaluation.
- Listening and Appraising: Recognise how music can affect mood and reflect different intentions. Confidently discuss the effect on their

mood. Listen to longer Pieces of music, and identify the key features. Understand why those features have been used. Use more advanced musical vocabulary when describing pieces. Understand the context behind some pieces of music, and their social meaning.

## **Implementation**

### **Music Curriculum and scheme of work**

The long-term plan and scheme of work for music incorporates the primary National Curriculum into the creative curriculum. Topics are planned for each year group that ensure exposure to different genres of music, with a main focus on practical opportunities to explore and develop performance and analysis. It includes links to topic in other subjects, to create social context

In each year, the music curriculum will be organised into 6 main learning areas: Vocal, Instrumental, Transcription, Composition, Performance and Listening and Appraising. This ensures that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

Within the schemes of work, Students will learn theoretical elements of music, introduced through practical activities including Drumming, keyboard, glockenspiel, songwriting and others.

### **Music teaching and learning**

Music is taught Weekly by external Music Specialists. Each year group will have a half term of lessons, 3 times per Year. Lessons are planned based on the Long-term Plan, and use resources from both the school and their own library and equipment. Objectives are made to suit the stage of development for the pupils in their class based on the Frieth musical progression documents.

1-1 Music Lessons are provided during afternoons, they are timetables on a weekly basis. The school also has a thriving choir, who practice weekly.

### **Performance**

Opportunities are taken as often as possible to perform in class, as well as to parents and the wider community in class assemblies, celebration assemblies and Christmas productions. Musical performance and singing also plays an integral part in all school events such as Church Services, The Summer Queen and other community events during the school year. There is also the opportunity for students to perform at the annual house music competition.

### **Enrichment and the Wider Community**

Individual and group instrumental lessons are also available to pupils to continue to develop their skills and ability on a musical instrument throughout Key Stage 1 and 2. Frieth works with Blue Mic Music to enable

pupils to learn Piano with an aim to expand into other instruments. Opportunities are provided throughout the year for instrumentalists to perform to the school or the parents in special assemblies and concerts. KS2 students from the choir are given the opportunity to perform at Wembley stadium for Young Voices.

### **Spiritual, Moral, Social and Cultural Development**

The Music curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Frieth through:

- Their willingness to participate in and respond positively to artistic, musical, and cultural opportunities
- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their musical learning
- Their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds when participating in wider community projects
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities

### **Impact**

#### **Recording**

Musical performances and assessment can be captured on video and recordings using the iPads and Audacity recording equipment on the laptops. Pupils can evaluate and refine their work by listening back to their recordings or watching the videos from the previous week.

Written notation is completed on paper and saved or displayed in the classroom.

#### **Assessment**

The Frieth Music progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. (See Appendix 2)

### **Formative Assessment**

Formative music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed termly based on the 6 part foci.

### **Summative Assessment**

At the end of each school year, pupils will be assessed within one of the following bands: Pre-Key Stage (PKS); Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create and develop their own musical compositions, knowledge and perform their instruments to a deeper level of skill. They will be able to lead musical group work and explain how their work can be refined using age appropriate musical terminology. They will be able to demonstrate how they are developing their musical learning through participating in external musical opportunities, clubs, groups, orchestras or performing groups.

### **Reporting**

A final summative assessment for music will be reported to parents within the annual school report. Music levels are recorded on the 'Insight' assessment tool.

### **Monitoring**

The music subject leader is responsible for the monitoring of music teaching, learning and outcomes across the school. In the event that there is no music lead, the responsibility devolves to the Senior Leadership team. Music is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, performances and pupil interviews.