



Music Policy

William Reynolds Primary School and Nursery

Approved by *Governors* October 2015

To reviewed by *October* 2017

Rationale

At William Reynolds Primary School and Nursery, we believe that teaching and learning in music is important because it is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Music is a practical and creative expression of ideas, thoughts and feelings. Music provides opportunities to promote children's spiritual, moral, social and cultural development. *(See appendix 1- SMSC in Music)*

"The fundamental aim of music education is to help children appreciate and achieve musical quality. Quality in music is not just dependent on accuracy. Musical quality requires confidence, independence and ownership, and these characteristics need to be developed constantly."

(QCA Teacher's guide)

As a school, we provide opportunities for all children to create, play, perform and enjoy music. We support children in developing the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Aims

At William Reynolds Primary School we aim to offer opportunities for children-
To know and understand how sounds are made and then organised into musical structures

To know how music is;

- made through a variety of instruments;
- composed and written down;
- influenced by the time, place and purpose for which it was written;

To develop the interrelated skills of performing, composing and appreciating music and its history.

Role of the Subject Leader

The role of the subject leader is to;

- advise and support staff in planning teaching and learning of music
- monitor teachers' planning as part of on-going subject monitoring and evaluation of practice
- audit, identify, purchase and organise all art resources, ensuring they are readily available and well maintained
- document and review the agreed ways of working through a written policy document and scheme of work

- keep up-to-date on the use of Music in the curriculum
- promote music throughout the school
- work with other professionals in developing children's musical skills
- co-ordinate extra-curricular activities- e.g Young Voices, singing for the community

Cross-curricular links

- Music is taught throughout the school, establishing cross curricular links where possible. Music has many natural links into other subjects. Social, Moral, Spiritual and Cultural links are explained in Appendix 1.
- Some are:
- **English** - learn about rhythm and rhyme, encouraging development of vocabulary and improved listening skills. This is often linked to poetry.
- **Science** - Listen to, identify and use sounds from the environment. Studying sounds produced from different sources and the effect of changes in variables (e.g. length and tension of a string).
- **Physical Education** - composition can be linked to movement and dance - Music can be used as a stimulus for dance
- **D.T.** - Children design and make simple musical instruments.
- **R.E.** - Listening to music from differing religious cultures.
- **Geography** - appreciation of music from differing ethnic backgrounds.
- **History** - music linked to different periods in time e.g. medieval music and the history behind different instruments
- **Whole school assemblies** - music is played as children enter and exit the assembly and is selected by staff linked to our global theme. Once a week we have singing assembly where children are taught a selection of songs each term.

Teaching and Learning

Differentiation

The teaching of music needs to take into account 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.

The Foundation Stage

The teaching of music in the Foundation Stage allows children to explore sound and the building of patterns of sound known as 'music.' Children in the nursery and reception classes have access to musical instruments, websites and listening stations. They also explore music through dance, movement, story, role play and singing.

Expressive arts and design is part of the The Early Years Curriculum and involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

(see Appendix 2 Early Years curriculum)

Key Stage 1

Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short composition, with increasing confidence, imagination and control. They explore and enjoy the way sounds and silence can create different moods and effects.

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

Children sing songs and play instruments with increasing confidence, skill expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical composition, in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically.

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.

(see Appendix 3, purpose of Study)

Music 2 the 4

As a school we subscribe to Music 2 the 4 on an annual basis. This is a Key Stage 2 music programme that brings specialist teachers into school to develop wider opportunities for children. **(All children in years three and five have access to this)**

The children get the opportunity to try the following:

- Folk whistle tuition
- Samba drumming tuition
- Singing activities
- Music technology sessions.
- Rainbow Brass sessions
- Ukulele sessions
- Recorder sessions
- Instrumental demonstration sessions such as woodwind and strings

Simply Music

Also as a school we subscribe to Simply Music on an annual basis. This is a Key Stage 1 (Year 1 children) music programme that brings specialist teachers into school to develop wider opportunities for children. The children get the opportunity to try the following:

- Singing activities
- Music technology sessions
- Recorder sessions
- Percussion

Individual Music Lessons

Children are given the opportunity to take part in individual music lessons.

Woodwind lessons are currently lead by a peripatetic music teacher. School supports this by offering a musical instrument and tuition to the child free of charge to the parents. This is supported by Pupil Premium Funding.

Resources

Music instruments are stored centrally in the music area in the Key Stage 1 hall. It is important to ensure that resources are labelled and left tidy so they are easy to find.

We have a piano in each hall but as the school has no pianist at the moment we are largely reliant on a wide range of CDs.

Use of I.C.T

Appropriate use of Information Technology (e.g. 2 Simple Music) is made within the music curriculum to enhance understanding in composition, exploration of sound and the recording children's work.

Community Links

Children in school link with children from other schools through a range of events - e.g within the community - at St Michaels Church and "Young Voices" - an event held in Birmingham.

Health and safety

Although this music policy refers and adheres to the general guidance given in the schools Health and Safety Policy, there are further issues to be addressed when delivering music;

- sensitivity towards noise
- spatial awareness
- appropriate use of musical resources and instruments
- consideration given to the sharing of wind instruments
- careful use of information technology

Inclusion

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.

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. A number of children have been identified as having a real talent for music (see Gifted & Talented Policy/Register).

The Disability Discrimination Act (2006) requires schools to promote equality of opportunity for all pupils. As a school we have done this through improving the learning

environment to increase the extent to which disabled pupils can participate and take advantage of the art curriculum both inside and outside school.

Assessment and recording

We assess children's work in music by making informal judgements as we observe them during each art lesson. At the end of each year a written report is given to parents about their child's achievements in music.

(Appendix 4 - Assessing without levels, support teachers in levelling children's ability in Music)

Appendix 1

SMSC within MUSIC at William Reynolds Primary School and Nursery

<p>Pupils' spiritual development is shown by their</p> <ul style="list-style-type: none"> • Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values • Sense of enjoyment and fascination in learning about themselves, others and the world around them • Use of imagination and creativity in their learning • Willingness to reflect on their experiences 	
Foundation Stage	Children are given the opportunity to develop music and movement through their own interpretation creating songs and playing instruments
Year 1	Year 1 are taught by music specialists and experience the enjoyment of making music, being creative and expressing themselves through playing the recorder and percussion.
Year 2	During the Spring term, children explore emotions in music through listening to live and recorded music. In the summer term, they play tuned and un-tuned instruments.
Year 3	To help to develop the enjoyment and fascination about learning to play instruments, music 2 the 4 provides children with the opportunities to be creative. They express themselves using a range of instruments such as samba drums, woodwind, ukulele, brass and the simply music ICT programme. Children have a strong willingness to reflect on their experiences at the end of each programme.
Year 4	Pupils in Year 4 develop their spiritual awareness through their enjoyment of listening to live and recorded music. They are able to discuss ideas about music which can evoke a range of responses and encourages reflection on the beliefs of others.
Year 5	To help to develop the enjoyment and fascination about learning to play instruments, music 2 the 4 provides children with the opportunities to be creative. They express themselves using a range of instruments such as samba drums, woodwind, recorder, brass and strings. Children have a strong willingness to reflect on their experiences at the end of each programme.
Year 6	During the final term at school in year 6, the children participate in an end of year musical which uses their imagination and creativity. Also they will study the history of music where they reflect on a range of styles, eras and types of music linked to the British culture.
<p>During the Autumn term, all year groups will prepare to perform a Christmas performance to their parents which is reflective of religious beliefs. Through singing assembly children have the opportunity to express themselves through a variety of songs.</p>	

<p>Pupils' moral development is shown by their</p> <ul style="list-style-type: none"> • Ability to recognise the difference between right and wrong readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England • Understanding of the consequences of their behaviour and actions • Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues 	
Foundation Stage	Throughout taught sessions children develop their understanding of the consequences of their behaviour and actions when sharing musical instruments and can apply these skills in self-initiated time.
Year 4	Throughout the year children will develop their appreciation of live and recorded music by listening to the messages and meanings in the songs. They explore moral issues through listening to a range of music.
Year 6	Year 6 develop their own viewpoints on music throughout the decades and appreciate the views of others. They understand the consequences of behaviour and actions of musicians and consider why some radio stations refuse to play some songs / artists and what the consequences are facing famous people in relation to their music choices or actions.
During assemblies the children will listen to music on entering and exiting the hall which often has a moral explained during the Monday assembly.	

<p>Pupils' social development is shown by their</p> <ul style="list-style-type: none"> • Use a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds • 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 • Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain 	
Foundation Stage	Children have the opportunity to play instruments with other children which encourages them to develop their social skills.
Year 1	The simply music programme encourages collaborative learning which is fundamental to music. They have a willingness to participate in all activities and begin to cooperate with others.
Year 2	Year 2 children are able to explore and express feelings through playing un tuned instruments. Once they have performed they then have the opportunity to review their own and others' performances taking in to account mutual respect.
Year 3 & 5	Through group collaboration children develop social skills which is evident through the samba drumming. They are able to celebrate their successes through performing to parents or an audience.
Year 6	Year 6 work collaboratively to rehearse and perform an end of year musical to members of the community. Many of the productions encourage children to consider how to resolve conflicts effectively.
<p>As a school children have the opportunity to be part of the Young Voices choir. This choir perform in the local community for age concern and at the local church as well as representing the school at the Young Voices concert in Birmingham.</p>	

<p>Pupils' cultural development is shown by their</p> <ul style="list-style-type: none"> • Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others • Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain • Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain • Willingness to participate in and respond positively to artistic, sporting and cultural opportunities • Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities 	
Foundation Stage	Foundation stage considers the tradition of Chinese New Year through listening to music and dance.
Year 1	During the Percussion instruments unit children will listen and play a variety of instruments from different cultures.
Year 2	In the Summer term children get to create their own music incorporating different cultures.
Year 3	Music to the 4 offers the children the chance to sing songs from different cultures as well as play a wide range of instruments from around the world. For part of the year children have expert tuition for playing the Samba drums and the Ukulele.
Year 4	Throughout the year children will be encouraged to develop a respect and appreciation for cultures around the world that have contributed to our current popular music styles.
Year 5	Music to the 4 offers the children the chance to sing songs from different cultures as well as play a wide range of instruments from around the world. For part of the year children have expert tuition for playing the Samba drums.
Year 6	Year 6 will gain an understanding of British musical heritage such as classical, folk and pop music. They will consider the history of music by researching the drums, guitar and the trumpet and how they have changed over time to how they are now in modern Britain.
<p>Children in Key stage 2 have the opportunity to learn songs in French. During assemblies children will listen to, sing and appreciate songs from other cultures.</p>	

Appendix 2

Foundation Stage Areas of Development that support/link to the teaching of Music

	Technology	EMM	Being Imaginative
22-36 months	Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times	<p>Explores and experiments with a range of media through sensory exploration, and using whole body.</p> <p>Move their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Begins to move to music, listen to or join in rhymes or songs. Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p>	Expresses self through physical action and sound.
30-50 months	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	<p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p>	<p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p>
40-60		Begins to build a repertoire	

months		of songs and dances. Explores the different sounds of instruments.	
Early Learning Goals		Children sing songs, make music and dance, and experiment with ways of changing them.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Appendix 3

Music programmes of study: key stages 1 and 2

National curriculum in England

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.

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.

Appendix 4
Assessing without levels

Music

Name _____

Year 1

Take part in singing, accurately following the melody.	
Follow instructions on how and when to sing or play an instrument.	
Make and control long and short sounds, using voice and instruments.	
Create a sequence of long and short sounds.	
Choose sounds to create an effect.	
Create short, musical patterns.	

Music

Name _____

Year 2

Take part in singing confidently, accurately following the melody.	
Imitate changes in pitch.	
Clap rhythms.	
Create a mixture of different sounds (long and short, loud and quiet, high and low).	
Create short, rhythmic phrases.	
Use symbols to represent a composition and use them to help with a performance.	
Sequence sounds to create an overall effect.	
Identify the beat of a tune.	
Recognise changes in timbre, dynamics and pitch.	

Music

Name _____

Year 3

Sing in tune and pronounce words within a song clearly	
Play notes on an instrument with care so that they are clear	
Perform with control and awareness of others	
Use drones as accompaniments	
Choose, order, combine and control sounds to create an effect	
Use digital technologies to compose pieces of music	
Devise non-standard symbols to indicate when to play and rest	
Recognise the notes EGBDF and FACE on the musical stave	
Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent	
Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music	

Music

Name _____

Year 4

Sing in tune and show control of voice	
Sing from memory with accurate pitch.	
Maintain a simple part within a group.	
Understand layers of sounds and discuss their effect on mood and feelings.	
Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Use sound to create abstract effects.	
Create repeated patterns with a range of instruments	
Create accompaniments for tunes	

Name _____

Year 5

Sing or play from memory with confidence	
Sing a harmony part confidently and accurately.	
Sing or play expressively and in tune.	
Perform solos or as part of an ensemble.	
Hold a part within a round.	
Perform with controlled breathing (voice) and skillful playing (instrument).	
Improvise and compose music for a range of purposes using the inter-related dimensions of music (pulse, rhythm, pitch, tempo, timbre, structure and texture).	
Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	
Use digital technologies to compose, edit and refine pieces of music.	
Combine a variety of musical devices, including melody, rhythm and chords.	
Create rhythmic patterns with an awareness of timbre and duration.	

Music

Name _____

Year 6

Develop an understanding of the history of music.	
Perform in solo and ensemble contexts and in rounds, using their voices with increasing accuracy, control and expression.	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
Describe how lyrics often reflect the cultural context of music and have social meaning.	
Show awareness of musical structure, rhythm, mood and phrasing in music compositions	
Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context	

Music assessment sheet (Key stage 1) Base:

	Below National	National	Mastery
<p>Year 1</p> <p>Pupils take part in singing, accurately following the melody. They follow instructions on how and when to sing or play an instrument. Pupils can make and control long and short sounds, using voice and instruments. They can create a sequence of long and short sounds and choose sounds to create an effect. They can create short, musical patterns.</p>			
<p>Year 2</p> <p>Pupils take part in singing confidently, accurately following the melody. They can imitate changes in pitch and clap rhythms. Pupils can create a mixture of different sounds (long and short, loud and quiet, high and low). They create short, rhythmic phrases. They can use symbols to represent a composition and use them to help with a performance. Pupils sequence sounds to create an overall effect and can identify the beat of a tune. They can recognise changes in timbre, dynamics and pitch.</p>			

Music assessment sheet (Lower Key Stage 2) Base:

	Below National	National	Mastery
<p>Year 3</p> <p>Pupils can sing in tune and pronounce words within a song clearly. They can play notes on an instrument with care so that they are clear and perform with control and awareness of others. Pupils use drones as accompaniments They can choose, order, combine and control sounds to create an effect. Pupils use digital technologies to compose pieces of music. They are able to devise non-standard symbols to indicate when to play and rest. Pupils recognise the notes EGBDF and FACE on the musical stave and can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. They use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p>			
<p>Year 4</p> <p>Pupils can sing in tune and show control of voice They sing from memory with accurate pitch and maintain a simple part within a group.</p> <p>Pupil can compose and perform melodic songs.</p> <p>They understand layers of sounds and discuss their effect on mood and feelings. Pupils can describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p>They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>They can use sound to create abstract effects and create repeated patterns with a range of instruments.</p> <p>They can create accompaniments for tunes.</p>			

Music assessment sheet (Upper Key Stage 2) Base:

	Below National	National	Mastery
<p>Year 5</p> <p>Pupils can sing or play from memory with confidence. They can sing a harmony part confidently and accurately and sing or play expressively and in tune. Pupils can perform solos or as part of an ensemble. They hold a part within a round and perform with controlled breathing (voice) and skillful playing (instrument). The pupil can improvise and compose music for a range of purposes using the inter-related dimensions of music (pulse, rhythm, pitch, tempo, timbre, structure and texture). They can use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Pupils use digital technologies to compose, edit and refine pieces of music. The pupils can combine a variety of musical devices, including melody, rhythm and chords and create rhythmic patterns with an awareness of timbre and duration.</p>			
<p>Year 6</p> <p>Pupils can perform in solo and ensemble contexts and in rounds, using their voices with increasing accuracy, control and expression. Pupils are developing an understanding of the history of music and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pupils can describe how lyrics often reflect the cultural context of music and have social meaning. They show awareness of musical structure, rhythm, mood and phrasing in music compositions, Pupils can choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and</p>			

cultural context.			
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