



**Music Policy
September 2022**

How we teach music

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

The aims of music teaching are to enable children to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions
- Develop a child's understanding of music through these activities
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.

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- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments
- Encourage the children to explore a wide range of sounds
- Give them the opportunity to compose music and express their ideas and feelings through music
- Experience listening to music of a variety of styles and cultures
- Develop a child's appreciation of the richness of our musical heritage
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance
- Be motivated to enjoy and succeed in music
- Encourage children to express ideas and opinions about music
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

Principles of Learning

The following list of skills and attributes can be gained through participation in musical activities. It will be clear that these also contribute to the whole school curriculum.

- A sense of achievement - individual and collective
- Social skills such as co-operation, tolerance, self-confidence and perseverance
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly

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- Ability to read notation
- Ability to discriminate
- Listening skills
- Sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation
- The illumination and extension of studies in other curriculum subjects
- Higher standards of application and concentration in all areas of work

Children with SEND

At Wroxall our aim is that a broad and balanced curriculum with support and challenge should be accessible to all children, including those with SEND. Children who are identified as having SEND or additional needs will have an individual support plan. The provision and targets identified within the plan may well have relevance to learning in Music, as well as English or maths. As such the class teacher will seek to differentiate learning within lessons to ensure its accessibility to all children. Support could include: finding alternative ways of recording understanding, using visual cues/checklists to support learning; overtly teaching associated vocabulary; providing split-inputs/pre-teaching where needed.

How we plan learning for music:

At Wroxall Primary School, we strive to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through the Kapow interactive programme to inspire music throughout the school. The aim of teaching music in our school is to build up the confidence of every child, allow them to express themselves creatively and give them the opportunity to explore their own talents and passions.

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Foundation Stage

In the Early Years Foundation Stage, Music is valued as an important aspect of child development. In addition, it also helps to develop other important features of their holistic attitude to learning. The children have the opportunity to explore the sounds of instruments and the opportunity to make instruments from everyday materials. Singing is the most natural way of making music and the young child's musical ability will develop when they have regular opportunities to learn a repertoire of rhymes and songs and listen to a range of music. Children are encouraged to listen to a variety of music to improve their listening skills; to improve their listening skills through moving music; and to improve their co-ordination through moving to music.

Key Stage 1 and 2

There are opportunities for children of all abilities to develop their knowledge and skills in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Assessment

Ongoing formative assessment of the National Curriculum objectives is carried out by all teachers in planning for music lessons. Music is assessed and tracked throughout the year on Track. Teachers assess children in music by making informal judgements as they observe them during lessons. These assessments then inform the end of year assessments on whether a child is working towards, at or greater depth against their year group criteria.

Mastery in Music lessons

At Wroxall we enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Within the individual schemes, each strand of musical learning from Reception to Upper Key Stage 2 in order for teachers to plan for the opportunity to embed a deeper learning, knowledge, understanding and skills.

Curriculum coverage and progression of skills in Music

Music Curriculum Key stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

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.

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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.

Music Curriculum for EYFS

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the "Music Development Matters in EYFS" guidance as well as the programme Charanga.

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

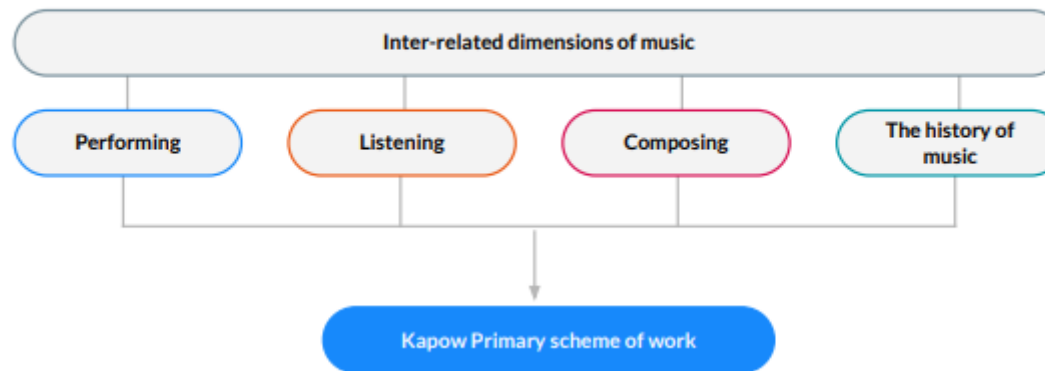
Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Music Progression of knowledge, skills and vocabulary Subject leader overview EYFS - Year 6 - Mixed age

An overview of the skills covered in each year group and strand and how these skills are developed through our Mixed-age Music scheme of work. The Inter-related dimensions of music is an overarching strand which runs throughout our scheme of work. We have highlighted skills which would also belong to this strand and provided a Progression of knowledge chart to show how knowledge builds in this area.

How is the Music scheme of work organised?



Progression of Skills - Listening			
EYFS	Year 1/2	Year 3/4	Year 5/6
Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions.	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different	Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed

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<p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Recognising timbre changes in music they listen to. Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p>	<p>musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
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		<p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	
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Progression of skills - Composing			
EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>

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	<p>instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>
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Progression of Skills - Performing			
EYFS	Year 1/2	Year 3/4	Year 5/6
<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with</p>

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<p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time</p>	<p>instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation</p>	<p>instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
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<p>Progression of skills - The History of Music</p>	
<p>Year 3/4</p>	<p>Year 5/6</p>
<p>Understanding that music from different times has different features. (Also part of the Listening strand)</p>	<p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening</p>

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<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)</p>	<p>strand) Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)</p>
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Progression of skills - inter-related dimensions of music				
	EYFS	Year 1/2	Year 3/4	Year 5/6
Pitch	<p>To understand that what 'high' and 'low' notes are</p>	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>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.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>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.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p>

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				To know that a melody can be adapted by changing its pitch.
Duration	To recognise that different sounds can be long or short.	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for. To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>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.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
Dynamics	To understand that instruments can be played loudly or softly	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>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.</p> <p>To know that a melody can be adapted by changing its dynamics.</p>
Tempo	To recognise music that is 'fast' or 'slow'.	To know that the 'pulse' is the steady beat that goes through music.	To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad.

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	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that tempo is the speed of the music. To understand that the tempo of a musical phrase can be changed to achieve a different effect.		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 melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	To know that different instruments can sound like a particular character.	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 know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.	To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	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 timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	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. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as

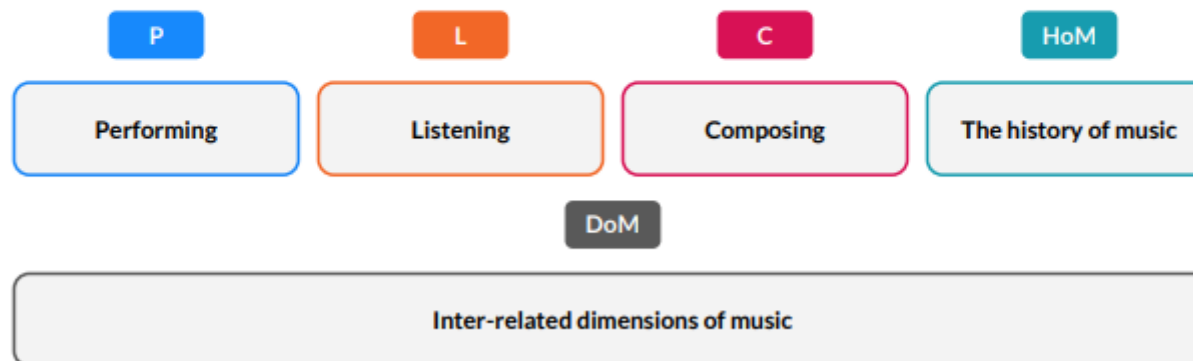
				complementary notes.
Structure	To recognise the chorus in a familiar song.	<p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p>	<p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p>	<p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>
Notation	To know that signals can tell us when to start or stop playing.	<p>To understand that music can be represented by pictures or symbols.</p> <p>To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>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</p>

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				<p>the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>
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National curriculum mapping - What will be taught and the topics.

Kapow Primary offers full coverage of the KS1 and KS2 Music curriculum, including EYFS.
We have categorised our content into four strands, with one overarching strand.



EYFS

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Celebration music	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px;">P</div> <div style="background-color: #fd7e14; color: white; padding: 5px; margin-bottom: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px;">DoM</div> </div>	<p>Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p>	<p>Understanding the World -Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<p>✓ Playing and Exploring</p>
Exploring sound	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px;">P</div> <div style="background-color: #fd7e14; color: white; padding: 5px; margin-bottom: 5px;">L</div> <div style="background-color: #6c757d; color: white; padding: 5px;">DoM</div> </div>	<p>Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	<p>Understanding the World -Explore the natural world around them</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p>	<p>✓ Playing and Exploring ✓ Creating and Thinking Critically</p>

<p>Early Years Foundation Stage</p> <p>Kapow Primary's units</p>	<p>Kapow Primary's music strands</p>	<p>Early years outcomes: Prime Areas</p> <p>Development Matters 2021 statements</p> <p>Early Learning Goals</p>	<p>Early years outcomes: Specific Areas</p> <p>Development Matters 2021 statements</p> <p>Early Learning Goals</p>	<p>Characteristics of effective learning</p>
<p>Music and movement</p>	<p>P</p> <p>L</p> <p>DoM</p>	<p>Personal, Social and Emotional Development</p> <p>-Think about the perspectives of others.</p>	<p>Expressive Arts and Design</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Explore and engage in music: making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs.</p> <p>ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
<p>Musical stories</p>	<p>P</p> <p>C</p> <p>L</p> <p>DoM</p>	<p>Communication and Language</p> <p>-Learn new vocabulary.</p> <p>-Listen to and talk about stories to build familiarity and understanding.</p> <p>-Retell the story, once they have developed a deep familiarity and understanding.</p> <p>-Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>-Learn rhymes, poems and songs.</p>	<p>Expressive Arts and Design</p> <p>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>-Create collaboratively sharing ideas, resources and skills.</p> <p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Explore and engage in music: making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

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Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Big band	<div style="text-align: center;"> <div style="background-color: #007bff; color: white; padding: 5px; margin-bottom: 5px; width: 30px; margin: 0 auto;">P</div> <div style="background-color: #dc3545; color: white; padding: 5px; margin-bottom: 5px; width: 30px; margin: 0 auto;">C</div> <div style="background-color: #6c757d; color: white; padding: 5px; margin-bottom: 5px; width: 30px; margin: 0 auto;">DoM</div> </div>	<p>Communication and Language -Learn rhymes, poems and songs.</p>	<p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	<ul style="list-style-type: none"> ✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

KS1

Music Policy September 2023

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 2					
		* Musical me	* African call and response song	On this island: British songs and sounds	* Orchestral instruments	* Myths and legends	Dynamics, timbre, tempo and motifs
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	P DoM	✓	✓	✓			
Play tuned and untuned instruments musically	P DoM	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	L DoM	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓

KS2

Music Policy September 2023

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 3					
		*Ballads	Creating compositions in response to animation	* Developing singing technique and keeping in time	* Pentatonic melodies and composition	Jazz	* Traditional instruments and improvisation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM			✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓			✓	✓

*Units that are included in the condensed curriculum

Music Policy September 2023

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 4					
		*Body and tuned percussion	Rock and roll	*Changes in pitch, dynamics and tempo	Haiku, music and performance	*Samba and carnival sounds and instruments	*Adapting and transposing motifs
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM		✓	✓			✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓			✓	

*Units that are included in the condensed curriculum

Music Policy September 2023

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 5					
		*Composition notation	*Blues	*South and West Africa	*Composition to represent the festival of colour	Looping and remixing	Musical theatre
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓	✓	✓		✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓	✓			✓

Music Policy September 2023

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 6					
		* Advanced rhythms	* Dynamics, pitch and texture	Songs of World War 2	Film music	* Theme and variations	* Composing and performing a leavers' song
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓		✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓		✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓		✓	✓	✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM	✓		✓		✓	

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September 2022/2023- Cycle B

<i>Year 1/2</i>		
	Cycle A	Cycle B
Autumn 1	Year 1: <u>Pulse and rhythm</u> (Theme: <u>All about me</u>)	Year 1: <u>Musical vocabulary</u> (Theme: <u>Under the sea</u>)
Autumn 2	Year 1: <u>Classical music, dynamics and tempo</u> (Theme: <u>Animals</u>)	Year 1: <u>Timbre and rhythmic patterns</u> (Theme: <u>Fairytales</u>)
Spring 1	Year 1: <u>Pitch and tempo</u> (Theme: <u>Superheroes</u>)	Year 2: <u>African call and response song</u> (Theme: <u>Animals</u>)
Spring 2	Year 2: <u>Musical me</u>	Year 1: <u>Vocal and body sounds</u> (Theme: <u>By the sea</u>)
Summer 1	Year 2: <u>On this island: British songs and sounds</u>	Year 2: <u>Dynamics, timbre, tempo and motifs</u> (Theme: <u>Space</u>)
Summer 2	Year 2: <u>Orchestral instruments</u> (Theme: <u>Traditional western stories</u>)	Year 2: <u>Myths and legends</u>

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Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle B	Cycle A
Instrumental lessons unit: South Africa*	Year 3: Creating a composition in response to an animation (Theme: Mountains)	Autumn 1	Year 6: Film music	Year 5: Looping and remixing
Year 3: Developing singing technique (Theme: Vikings)	Year 4: Rock and Roll	Autumn 2	Year 5: Composition notation (Theme: Ancient Egypt)	Year 5: Blues
Instrumental lessons unit: Caribbean*	Year 3: Ballads	Spring 1	Year 5: Musical theatre	Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)
Year 4: Body and turned percussion (Theme: Rainforests)	Year 4: Haiku, music and performance (Theme: Hanami festival)	Spring 2	Year 6: Theme and variations (Theme: Pop Art)	Year 5: Composition to represent the festival of colour (Theme: Holi festival)
Year 3: Jazz	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)	Summer 1	Year 6: Songs of World War 2	Year 5: South and West Africa
Year 4: Adapting and transposing motifs (Theme: Romans)	Year 4: Samba and carnival sounds and instruments (Theme: South America)	Summer 2	Year 6: Composing and performing a Leavers' song** (6 lessons)	Year 6: Composing and performing a Leavers' song** (6 lessons)

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Year 4/5

	Cycle A	Cycle B
Autumn 1	Year 5 - Composition notation	Year 4 -Rock and Roll
Autumn 2	Year 5 - Musical theatre	Year 5 - Looping and remixing
Spring 1	Year 4 - Body and tuned percussion	Year 4 - Haiku music and performance
Spring 2	Year 5 - Composition to represent the festival of colour	Year 5 - Blue
Summer 1	Year 4 -Adapting and transposing motifs	Year 4 - Changes in pitch, Tempo and Dynamic
Summer 2	Year 4 - Samba and carnival sounds and instruments	Year 5 - South and West Africa