

Music Policy at Chilmark and Fonthill Bishop Primary School

Approved 2021

Review due 2022

Intent

Music is very important part of our Creative Development Curriculum here at Chilmark and Fonthill Bishop Primary School, and it is also a crucial part of the National Curriculum. Therefore, we strive to provide our children with the best musical experience possible. Not only do we want our children to experience music but we also want them to learn to enjoy, create and express themselves through music. Music can unlock feelings and emotions but is also a demanding academic subject too.

Through the teaching of music we want are children to exercise the **schools values**; resilience skills, their faith skills, their reciprocity skills, their resourcefulness but also their love, friendship and kindness when performing and supporting others who are performing and expressing themselves.

Our aim is to ensure that our children learn to listen, perform and evaluate their own compositions as well as the work form great composers that we have explored through knowledge gained within the music curriculum. Children learn to sing and create and compose their own music using tuned and un-tuned instruments as well as on the iPads. The children also learn how music is created, produced and performed by learning musical technical language including, pitch, dynamics, tempo, timbre, texture, structure and being able to create and use appropriate music notation. We strive to encourage children to use these examples of musical language within their explanations too.

Implementation

Our music lessons are taught discretely through our music teacher, Mr Walker who comes to our school every Wednesday afternoon. Mr Walker teaches singing, composing, performing and parts of musicianship. Teachers revisit the skills and vocabulary taught with Mr Walker within classroom to further deepen their knowledge and understanding. The class teachers also teach aspects of the music curriculum including listening, music appreciation and aspects of the musicianship.

We use the Department for Educations, Non-Statutory Model Curriculum (see Appendix 1) to inform our music progression (see Appendix 2) throughout the school and to guide our musical choices to explore, discuss, experience and listen to carefully. The children experience a broad range of music from Western Classical Tradition and Film, Popular Music, and Traditional Music. Each year group is exposed to a growing range and variety of different genres and the children thoroughly enjoy this.

At Chilmark and Fonthill Bishop Primary School we build on prior learning from Reception to Year 6 by thinking about our 'Golden Threads'. The Golden Threads are linked to the main themes within music, these are; singing, listening, composing, musicianship and performing. We revisit aspects previously taught and continue to build on-top of these as the children progress. We encourage children to refer back to subjects previously taught through questioning, assessment and using classroom learning journeys and displays. We strive to ensure that children can articulate prior learning well when explaining and reasoning. To demonstrate this and to ensure that we are reminding children to draw on their previous knowledge and experiences within this subject we use subject content from the Model Curriculum appendix (see appendix one below).

Impact

Teaching music well, encourages and evokes creativity, inspiration and confidence. Children will develop a love of music and to become musicians themselves during their time at Chilmark and these skills and passions will travel with them as they progress onto Secondary School. We measure the impact of their music lessons with pupil voice, termly assessments and through our engagement in educational set pieces, e.g. performances and inter-school music events. We believe that through this subject children can learn a multitude of other important skills, e.g. musical knowledge that is gained first and then built upon progressively, language knowledge, listening, self-confidence, self-expression, reasoning, resilience and of course, creativity!

Appendix one

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974360/Model_Music_Curriculum_Appendices.pdf

Appendix two

Chilmark and Fonthill Bishop Primary Music

	KS1 Oak	LKS2 Sycamore	UKS2 Elm
Singing songs with control and using the voice expressively	<ul style="list-style-type: none">Find singing voice and use voices confidentlySing melody accuratelySing with a sense of awareness of pulse and rhythmSing songs with expressionBegin to control pitchSing with awareness of other performers.	<ul style="list-style-type: none">Sing with confidence using a wider vocal rangeSing with accurate pitchSing with awareness of pulse control and rhythmRecognise simple structuresSing expressively with awareness and control of timbre tempo and dynamicsSing songs and create different vocal effect	<ul style="list-style-type: none">Sing songs with increasing control of breathing posture and sound projectionsing songs in tune and with awareness of other partsidentify phrases through breathing in appropriate placessing with expression and rehearse with otherssing confidently as a class in small groups and alone and begin to have an awareness of improvisation with the voice
Listening memory and movement	<ul style="list-style-type: none">Recall and remember songs and sequences of soundsRespond physically when performing composing and enjoying music	<ul style="list-style-type: none">Identify melodic phrases and play them by earCreate sequences of movements in response to soundsDemonstrate the ability to recognise	<ul style="list-style-type: none">Internalise short melodies and play these on pitched percussionCreate movements that reflect musical featuresIdentify different moods and texturesIdentify how a mood is created by music and lyrics

	<ul style="list-style-type: none"> Identify well defined musical features 	<p>structure and expressive elements through dance</p> <ul style="list-style-type: none"> Identify phrases that could be used as an introduction or ending 	<ul style="list-style-type: none"> Listen to longer pieces of music and identify features
Controlling rhythm and pulse	<ul style="list-style-type: none"> Identify pulses in music Identify pulse and join in getting faster and slower together Identify long and short sounds Perform a rhythm to a given pulse 	<ul style="list-style-type: none"> Recognise rhythm patterns Perform a repeated pattern to a steady pulse Identify and recall rhythm and melodic patterns 	<ul style="list-style-type: none"> Identify different speeds of pulse (tempo) by clapping and moving Improvise rhythm patterns Perform an independent part, keeping to a steady beat
Exploring sounds melody and accompaniment	<ul style="list-style-type: none"> Explore different sound sources Identify and name instruments Create and change sounds in response to stimuli Identify how sounds can be changed Change sounds to reflect different stimuli. 	<ul style="list-style-type: none"> Explain the effect of silences in a piece of music Identify different purposes of music Identify character in a piece of music 	<ul style="list-style-type: none"> Skills development for this element are within control of instruments and composition
Control of instruments	<ul style="list-style-type: none"> Play a variety of tuned and untuned instruments Handle and play instruments with control Identify different groups of instruments 	<ul style="list-style-type: none"> Identify different melodic phrases and play them by ear Select instruments to describe visual images Choose instruments on the basis of internalised sounds 	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds Used ict to change and manipulate sounds
Composition	<ul style="list-style-type: none"> Contribute to the creation of a class composition 	<ul style="list-style-type: none"> Create textures by combining sounds in different ways Create music that describes contrasting moods and emotions Improvise simple tunes based on the pentatonic scale 	<ul style="list-style-type: none"> Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

		<ul style="list-style-type: none"> • Compose music in pairs and make improvements to their own work • Create an accompaniment to a known song • Create descriptive music in pairs 	
Reading and writing notation	<ul style="list-style-type: none"> • Perform long and short sounds in response to symbols • Create long and short sounds on instruments • Play and sing a phrase from dot notation • Record own ideas • Use symbols to represent sounds 	<ul style="list-style-type: none"> • Perform using notation as a support • Sing songs with staff notation as support 	
Performance skills	<ul style="list-style-type: none"> • Perform together and follow instructions that combine musical elements 	<ul style="list-style-type: none"> • Perform in different ways, exploring the way the performers are a musical resource • Perform with an awareness of different parts 	<ul style="list-style-type: none"> • Present performances effectively with awareness of audience, venue and occasion
Evaluating and appraising	<ul style="list-style-type: none"> • Choose sounds and instruments carefully and make improvements to their own and other's work. 	<ul style="list-style-type: none"> • Recognise how music can reflect different intentions 	<ul style="list-style-type: none"> • Improve their work through the analysis evaluation and comparison

Music Coverage: Whole School

Singing	Listening	Composing	Musicianship	Performing
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Oak Class (R/1/2)		Sycamore Class (3/4)		Elm Class (5/6)	
Mr Walker	Needs to be taught in class	Mr Walker	Needs to be taught in class	Mr Walker	Needs to be taught in class
<ul style="list-style-type: none"> • Singing simple songs, chants and rhymes • Singing collectively at the same pitch • Respond to simple visual directions (stop, start, loud and quiet, counting in). • Singing songs with a small range including pentatonic songs (Mr Knickerbocker) 	<ul style="list-style-type: none"> • Class composition • Create musical sound effects and short sequences in response to a stimulus (train journey). Combine to make a story, choosing and playing instruments. • Inventing pitch patterns and rhy 	<ul style="list-style-type: none"> • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • Perform as a choir in school assemblies • Sing a widening range of 	<ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • Listening to recorded performances should be complemented by opportunities to experience 	<ul style="list-style-type: none"> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing 	<ul style="list-style-type: none"> • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Develop pupils' shared knowledge and understanding of the stories

<ul style="list-style-type: none"> • Sing call and repeat/response songs • Matching pitch and melody • Dynamics and tempo • Pulse and rhythm • Changing tempo with music • Sing songs with a pitch range of do-so with increasing volume control. • Singing songs with a small pitch range pitching accurately. • Know the meaning of dynamics (loud and quiet) and tempo (fast/slow) and be able to demonstrate these when singing responding to the leaders directions and visual symbols. • Copycat performances/ repeated rhythms led by teacher • Perform short repeating rhythm patterns (ostinati) while keeping time with a steady beat. • Perform word patterns (caterpillar, fish and chips) • High and low • Fast and slow pace • Marking the beat • Grouping beats • Rhythms using word phrases • Stick and dot notation • Pitch changes with actions • Dot notation played with percussion 	<p>them</p> <p>patterns and perform these to others</p> <ul style="list-style-type: none"> • Listening to music linked to their topic - story, origin, tradition, history, social context. Listen, sing and play. • Listening to/experiencing recorded and live music • Creating movement in response to music (walking, clapping) changing the movement in response to the speed of the beat as the tempo changes • Use body percussion and classroom percussion playing repeated patterns (ostinato) and short pitch patterns on tuned instruments (glockenspiel/chime bars) to maintain a steady beat. • Respond to pulse in recorded/live music through movement and dance. • Listen to sounds in the local school environment, compare low and high sounds. • Listen to a range of music • Use percussion in story telling • Mood-music 	<p>unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunelessly and with expression. Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> • Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). • Introduce and understand the differences between 	<p>live music making in and out of school.</p> <ul style="list-style-type: none"> • Become more skilled in improvising (using voices, tuned and un-tuned percussion and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school • Improve on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of 	<p>phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • Perform a range of songs in school assemblies and in school performance opportunities <p>NB</p> <p>performing is shared by Mr Walker and class teacher</p>	<p>origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <ul style="list-style-type: none"> • Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school.
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<ul style="list-style-type: none"> • Play tuned and un-tuned instruments • Handle and play instruments (chosen by teacher - boom-whackers/recorders). • Perform pitch patterns • Sing familiar songs in high and low voices and discuss the difference in sound • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps. • Mark the beat of a listening piece by tapping or clapping • Understanding that the speed of the beat can change creating a faster/slower pace. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the rest. • Play copycat rhythms, copying a leader and invent rhythms for others to copy on un-tuned percussion. • Read and respond to chanted rhythm patterns and represent them with stick notation including, crotchets, quavers and crotchet rests • Play a range of singing games matching voice, supported by the leader playing a melody. • Sing short phrases independently within 	<ul style="list-style-type: none"> • Create and perform their own chanted rhythm patterns with the same stick notation • Work with a partner to improvise simple question and answer phrases to be sung and played on un-tuned percussion, creating a musical conversation. • Explore the sounds of different instruments • Using technology to capture, change and combine sounds. • Invent own symbols/notation • Create own compositions • Create music to non-musical stimulus • Use graphic symbols, dot notation and stick notation to keep record of composed pieces • Walk in time to the beat of the music • Identify beat groupings in familiar music • Create rhythms using word phrases 	<p>minims, crotchets, paired quavers and rests.</p> <ul style="list-style-type: none"> • Read and perform pitch notation within a defined range (e.g. C-G/do-so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<p>improvisations. Continue this process in the composition tasks below.</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology. • Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups. <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p>	
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<p>a singing game or short song.</p> <ul style="list-style-type: none">• Respond independently to pitch changes heard in short melodic phrases, indicating with actions (stand up/sit down).• Recognise dot notation and match 3-note tunes played on tuned percussion					
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