



Bolton Primary School

Music

2024-2026



Bolton Primary School - Music

National Curriculum and Development Matters

All children are taught the knowledge, skills and understanding of music as outlined in the programmes of study in the National Curriculum for Music and Development Matters document.

EYFS

Children are taught to:

- 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

Key stage 1 Pupils are 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 are taught to:

- sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

Aims

Music is an integral and well-resourced part of life at Bolton. We want the music lessons to be fun and inspiring; engaging the children with songs, lyrics and movement. We want the children to develop their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from a large range of classroom instruments to instrument tuition from The Music Service. We use the Charanga scheme at Bolton. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Music in our school

We use Charanga in music lessons. We have used their 'build your own facility' to develop a progressive curriculum that our children enjoy. Equal value and consideration are given to music from all cultures. Lessons cover: music theory, musicianship, listening, singing, performing, composing and improvisation.

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that pupils are fulfilling the aims for musical learning stated in the National Curriculum. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. They will also deepen their knowledge and understanding of musical genres and the history of music over different times and places in the world.

KS2 - Weekly provision consists of a 60 minute lesson with either the Subject Lead or Teaching assistant

KS1 - Weekly provision consists of a 60 minute lesson with the Subject Lead

EYFS - Weekly provision consists of a 60 minute lesson with a Teaching assistant

Any opportunities to invite visiting performers of music are readily taken to broaden the experiences of our pupils and to inspire them. Children perform in school, at church services (Carol concert, Remembrance Day etc.), at the school annual music concert and for the school Christmas production. We participate in the Young Voices programme where the children get to sing in Manchester Arena with other schools.

Through 'Yumu' children can access musical activities at home and even learn an instrument independently.

Singing Assembly

Once a week the children participate in a Singing Assembly. We sing songs that reflect our core values. Many of the songs have been chosen or suggested by the children. Our school values are so important to us at Bolton and we try to emphasise these in our singing sessions and when selecting songs.

Adaptation:

Those with special needs may have extra support for the activities or the language content altered. Resources can be modified to be accessed more easily. Children may be ability grouped for instrument tuition. Children with special talents are encouraged to sing solo or duets in the Winter Performance.

Disadvantaged: The school is committed to raising achievement for disadvantaged young people. Teachers and teaching assistants will ensure an equitable approach and give more support, guidance and challenge to our disadvantaged in all our lessons.

Assessment:

Assessment takes place informally through observation, open questioning and discussions. This information will be recorded on our school's Foundation Tracking sheets and shared termly with parents.

Impact

Music has high status in the school and is greatly enjoyed by all. It is regularly monitored by the subject leader and governor for music throughout all year groups using a variety of strategies such as, lesson observations, staff discussions and pupil interviews. Children have opportunities to perform and rehearse for musical events and all music is valued and appreciated both within school and the wider community. Children are knowledgeable about music and the associated vocabulary; similarities and differences in traditions and historical periods are explored. Pupils are encouraged to talk about their preferences.

Miss Lowthian co-ordinates music and is subject lead. She ensures the implementation of this document and that the other staff are fully informed and involved in the children's musical activities. Staff value the importance of specific support in the teaching of music.

Resources

Most musical instruments are kept in Class 2/3 and are readily accessible to the children. These instruments are well maintained and we have a good range. KS2 sometimes take home an instrument on loan from the Music Service which parents/ carers sign an agreement for, clarifying procedures on taking it home and responsibility for damage. An inventory of the school's musical equipment is available.

Evaluation. Monitoring and Review:

This policy is a working document and should be updated every two years.

The subject lead is Heather Lowthian (w.e.f. December 2022) and the current governor with responsibility for Music is Kathryn McFarlane.

Charanga

We use Charanga to help provide a progressive and engaging curriculum. Charanga consists of the following areas:



SCHEMES

Progressive, week-by-week Schemes of Work and the option to create your own.



FREESTYLE

Stand-alone resources, courses, units, productions, projects and more.



INSTRUMENTS

Ready-made resources to help you teach popular beginner and classroom instruments.



MY WORKSPACE

Create lessons and courses, collate and organise your teaching resources and upload your own materials.



YUMU

A safe online space in which children can learn, explore and develop their musicianship skills.



ASSESSMENT

This framework links Musical School teaching and learning to step-by-step assessment.

Units have been chosen from their Original Scheme, Model Music Curriculum Scheme, Freestyle and Instruments to create our own scheme using the Scheme-Builder facility.

Charanga's Music Schemes for Primary Schools

Inspiring music education

Our philosophy of music education is based on the principle that it should be fun and engaging for all concerned. Every child is a born musician, and music plays a role in every aspect of our lives - wherever and whoever we are.

These beliefs lie at the heart of our state-of-the-art Schemes of Work for primary school music education. Your subscription gives you access to all of them.

Charanga's Original Scheme

Our much-loved Original Scheme meets all the statutory curricular requirements of the National Curriculum for England. It is recognised by Ofsted and is multi-award-winning.

Our English Model Music Curriculum Scheme

If you're interested in exploring the Model Music Curriculum (MMC): Key Stages 1 to 3 - the government's non-statutory guidance for the curriculum in England - or simply looking for new repertoire for your students, follow or use materials from our English MMC Scheme.

Scheme Builder

Use our Scheme Builder to create a unique learning pathway for your school, combining Charanga resources, lessons or units with your own favourite teaching resources. Mix and match content from our Schemes, Freestyle resources, song bank, and instrumental courses. Introduce your students to Creative Tools such as YuStudio, our DAW for schools, and more.

Long Term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
12 (September 24)	Introducing Beat 1 2 3 4 5 6	Adding Rhythm & Pitch 1 2 3 4 5 6	Introducing Tempo & Dynamics 1 2 3 4 5 6	Exploring Simple Patterns 1 2 3 4 5 6	Focus on Dynamics & Tempo 1 2 3 4 5 6	Music that Makes You Dance 1 2 3 4 5 6
12 (September 25)	Combining Pulse, Rhythm and Pitch 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Explore Sound and Create a Story 1 2 3 4 5 6	Exploring Feelings Through Music 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6
3 4 (September 24)	Developing Notation Skills 1 2 3 4 5 6	Christmas performance	Glockenspiel Stage 1 1 2 3 4 5 6 7	Blackbird 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6 7
3 4 (September 25)	Composing Using Your Imagination 1 2 3 4 5 6	Christmas performance	Samba Course 1 2 3 4 5 6 7 8 9 10 11 12	Three Little Birds 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6 7	Bringing Us Together 1 2 3 4 5 6
5 6 (September 2024)	Blown Away Recorder Book 1 1 2 3 4 5 6 7	Christmas performance	Musical Styles Connect Us 1 2 3 4 5 6 7	Developing Ensemble Skills 1 2 3 4 5 6 7	Farewell Tour 1 2 3 4 5 6 7	Sing and Play in Different Styles 1 2 3 4 5 6 7
5 6 (September 25)	Djembe 1 2 3 4 5 6 7 8	Christmas performance	Melody and Harmony in Music 1 2 3 4 5 6 7	Creative Composition 1 2 3 4 5 6 7	Battle of the Bands! 1 2 3 4 5 6 7	Music and Technology 1 2 3 4 5 6 7
Reception	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6 7

Unit overviews are available on our website

Strengths and Next Steps

Strengths	Next Steps
<ul style="list-style-type: none">• The school is well-resourced• The Charanga scheme• Many performance opportunities• The whole school play• Opportunities from Cumbria Music Service in the area	<ul style="list-style-type: none">• Professional music tutor needs to be employed• Engage more pupils on YUMU• Ask the Cumbria Music Service to review our offer and work towards the Music Mark https://www.musicmark.org.uk/• Explore additional composing resources on Charanga

Progression of Skills in Music at Bolton

	KS1	LKS2	UKS2
Listen and Appraise	<p>KS1 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p>Children can:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music Respond to different moods in music and explain thinking about changes in sound. Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. Identify and recognise repeated patterns and follow a wider range of musical instruction Understand how musical elements create different moods and effects 	<p>KS2 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 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. <p>Children can:</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers Develop an understanding of the history of music Recognise and explore the ways sounds can be combined and used expressively and comment on this effect. Listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. Listen to and recall patterns of sounds with increasing accuracy. Understand how different musical elements are combined and used expressively. 	<p>KS2 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> listen with attention to detail and recall sounds with increasing aural memory 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. <p>Children can:</p> <ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers Develop an understanding of the history of music Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. Develop an understanding of the history of music from different cultures, traditions, composers and musicians and evaluating how venue, occasion and purpose effects the way that music is created and performed. Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence Identify and explore the relationship between sounds and how music can reflect different meanings.

Musical Activities	<p>KS1 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Children can:</p> <ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes, singing with a sense of shape of the melody • Play tuned and un-tuned instruments musically • Repeat short rhythmic and melodic patterns • Creating and choosing sounds for a specific effect • 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 • Confidently represent sounds with a range of symbols, shapes or marks 	<p>KS2 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • use and understand staff and other musical notations <p>Children can:</p> <ul style="list-style-type: none"> •Sing in unison maintaining the correct pitch and using increasing expression •Play tuned and un-tuned instruments musically. •Create rhythmical and simple melodic patterns using an increased number of notes •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. •Join layers of sounds, thinking about musical dynamics of each layer and understanding the effect. •Understand and begin to use established and invented musical notations to represent music 	<p>KS2 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions of music • use and understand staff and other musical notations <p>Children can:</p> <ul style="list-style-type: none"> •Sing in solo, unison and in pairs with clear diction, controlled pitch and with sense of phrase •Improvise and compose music for a range of purposes using the interrelated dimensions of music •Listen with attention to detail and recall sounds with increasing aural memory. •Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. •Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. •Use and apply a range of musical notations including staff notations, to plan, revise and refine musical materials.
	Perform and Share	<p>KS1 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Children can:</p> <ul style="list-style-type: none"> •Use their voices expressively by singing songs and speaking chants and rhymes •Play tuned and un-tuned instruments musically •Thinking about others when performing •Perform rhythmically patterns and accompaniments, keeping a steady pulse. •Identify what improvements could be made to their own work and make these changes, including altering the use of their voice, playing of and choice of instruments. 	<p>KS2 Music National Curriculum</p> <p>Children should</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>Children can:</p> <ul style="list-style-type: none"> •Use their voices expressively by singing songs and speaking chants and rhymes. •Play tuned and un-tuned instruments musically •Think about others while performing •Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. •Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.

Music

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.