



Ireby Church of England Primary School

Music

Signed by:

_____  _____ Head Teacher

Date: 10th February 2024

Next review date: January 2025 or sooner if required

School Governance:

Responsibility of the school leadership

Music

"Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the outside world. The teaching of music develops the pupil's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individually and communal, developing a sense of group identity and togetherness. It increases self-discipline and creativity, aesthetic sensitivity and fulfilment." **(National Curriculum for England music document published by the DFE).**

Christian Vision: 'Created to do Good' Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. Our music curriculum supports our vision by providing our children with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum, we offer opportunities for children's passions and talents to flourish in all aspects of music including composition, singing and appreciation.

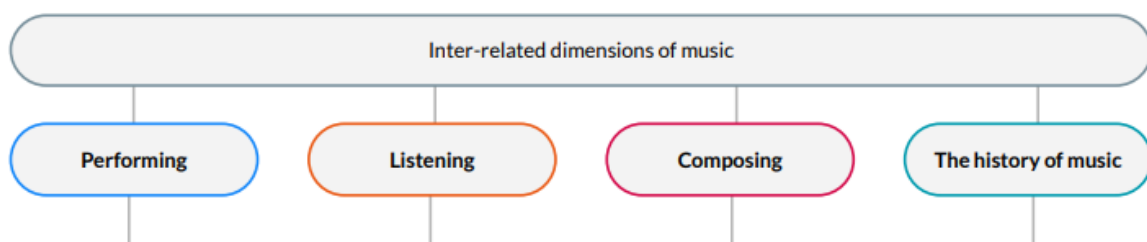
Intent

At Ireby Primary School, we firmly believe in the quote above, as we know that music helps to develop children's listening and speaking skills. Music is an important subject as it brings us together as one. This is why we encourage every one of our children to become a musician, engage with and enjoy music. We provide a broad and enjoyable experience for children who learn to listen to, appreciate, perform, create, critique and evaluate a variety of pieces of music.

Singing is also a key vehicle to ensure that all children can engage in making music together. At our school, children support each other and improve their own and others' performances in our school choir, during small projects and at our yearly festivals and celebrations, where our children experience being a part of something wonderful.

Exploring the Four Strands

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pulse
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



Sometimes known as the elements of music, these are the building blocks of music and therefore run throughout our scheme of work as an overarching strand.

Our Music scheme has been designed as a spiral curriculum with the following key principles in mind:



- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Sequencing our Units of Learning: Our Long-Term Plan:

Our Music is planned on a two-year rolling programme for key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. The Long-Term plan has been carefully sequenced to ensure that children are able to build on prior knowledge and skills, progress and develop skills throughout a range of musical genres and that new knowledge and skills are introduced at the appropriate Key Stage. Units are sequenced in order to develop the key musical skills, listening, composing, performing and (for Key Stage 2 only) the history of music.

		Autumn Term		Spring Term		Summer Term	
CYCLE A	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	People who are special to me and people who help us	Frozen Planet	Space	Transport through the ages	Africa	Growing and changing
	KS1	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Pitch and tempo (Theme: Superheroes)	Musical me	On this island: British songs and sounds	Orchestral instruments (Theme: Traditional western stories)
	KS2	Instrumental lessons unit: South Africa*	Developing singing technique (Theme: Vikings)	Body and tuned percussion (Theme: Rainforests)	Easter Production	Jazz	Composition to represent the festival of colour (Theme: Holi festival)
CYCLE B	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	All About Me	Castles, Knights and Dragons	All Around the World	Minibeasts	Seaside and Pirates	Farming and Growing
	KS1	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	African call and response song (Theme: Animals)	Vocal and body sounds (Theme: By the sea)	Dynamics, timbre, tempo and motifs (Theme: Space)	Myths and legends
	KS2	Looping and remixing	Rock and Roll	Ballads	Easter Production	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)

CYCLE C							
	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	People who are special to me and people who help us	Frozen Planet	Space	Transport through the ages	Africa	Growing and changing
	KS1	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Pitch and tempo (Theme: Superheroes)	Musical me	On this island: British songs and sounds	Orchestral instruments (Theme: Traditional western stories)
	KS2	Film Music	Composition notation (Theme: Ancient Egypt)	Instrumental lessons unit: Caribbean*	Easter Production	Songs of World War 2	Adapting and transposing motifs (Theme: Romans)
CYCLE D							
	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	All About Me	Castles, Knights and Dragons	All Around the World	Minibeasts	Seaside and Pirates	Farming and Growing
	KS1	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	African call and response song (Theme: Animals)	Vocal and body sounds (Theme: By the sea)	Dynamics, timbre, tempo and motifs (Theme: Space)	Myths and legends
	KS2	Creating a composition in response to an animation (Theme: Mountains)	Blues	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Easter Production	South and West Africa	Samba and carnival sounds and instruments (Theme: South America)

Timetabling and Organisation

EYFS, Key Stage 1 and Key Stage 2 are taught in their class. In EYFS music is delivered through a combination of adult lead sessions and continuous provision, linked with the Early Years Framework. Key Stage 1 music is planned on a two-year rolling programme and Key Stage 2 music is planned on a four-year rolling programme.

Implementation

Curriculum Music is taught by our own teachers – who are themselves highly musical and are involved in a number of external musical and dramatic organisations.

Every child at school, has the opportunity to play and become a skilled performer with the violin taught by Mrs Louise Peacock (former professional violinist with the music group Roxi Music).

From Reception to Year 6, every child receives 60 minutes of music teaching per week. Children begin in Reception with singing, body percussion and untuned instruments, which they explore and develop skills in through the continuous provision and adult led activities. As they move through school, the children take part in class ensembles, learning to play a range of untuned and tuned instruments including; recorder, glockenspiel and ukelele.

From Nursery upwards, every child takes part in 20 minutes of singing each week, in our weekly singing assembly and from Key Stage 1 upwards children have the opportunity to be involved with our school choir.

At Ireby Primary School, music goes well beyond the classroom as we work collaboratively in year groups to produce an end product for Key events throughout the year such as Harvest, a Nativity (EYFS and Key Stage 1) at Christmas, an Easter production (Key Stage 2) and a end of year leavers celebration.

In addition to cultivating a love of performance and an ability to play a range of instruments, children are taught how to experiment with sound and compose their own

music through instrumental class ensembles and through the computing curriculum where they experiment with synthesised sounds and compositions.

Implementation will be in-line with our [curriculum intent, implementation and impact policy](#).

Impact

Composition, performance and appraisal skills are developed through school and are designed to also ensure that children learn about a range of musical styles and cultures. Taking our music into the wider community is a passion of ours and we love to share our enthusiasm and talent with our village, participating in joint events such as the Christmas concert around the tree.

Participation in music develops wellbeing, promotes reading, listening skills, develops concentration and most importantly is FUN! An abundance of musical opportunities and high-quality teaching throughout all areas of the curriculum, ensures that all our children will leave Ireby as musicians, performers and composers; with a lifelong love of music.

Assessment in Music

In each unit of work audio or video clips will be used to evidence, monitor and evaluate pupils learning against the 'end points' outlines below, which reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

Formative Assessment

Every lesson begins with the 'Recap and recall' section which is intended to allow pupils retrieval of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgements about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working at a greater depth in each lesson.

Summative Assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with mixed multiple-choice questions and open-ended questions.

Progression of skills and knowledge in music

The [Progression of knowledge, skills and vocabulary](#), for Key stage 1, Lower Key Stage 2 and Upper Key Stage 2 are as shown below;

Progression of skills

Listening

EYFS	Year 1/2	Year 3/4	Year 5/6
<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <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.</p> <p>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 and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</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).</p> <p>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.</p> <p>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>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different 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/deceleration) within a piece of music.</p> <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>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed 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.</p> <p>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.</p> <p>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>
*Also form part of the 'Inter-related dimensions of music' strand.			

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 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>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>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>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> <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>

*Also form part of the 'Inter-related dimensions of music' strand.

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>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</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 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>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p> <p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</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 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>

*Also form part of the 'Inter-related dimensions of music' strand.

Progression of skills

The history of music (KS2 only)

Year 3/4	Year 5/6
<p>Understanding that music from different times has different features. <i>(Also part of the Listening strand)</i></p> <p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. <i>(Also part of the Listening strand)</i></p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. <i>(Also part of the Listening strand)</i></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. <i>(Also part of the Listening strand)</i></p>

*Also form part of the 'Inter-related dimensions of music' strand.

End Points

Our music curriculum supports every child to, as a minimum, reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

End points for the end of Key Stage 1:

Perform	
	Take part in singing, accurately following a melody.
	Follow instructions on how and when to sing or play an instrument.
	Make and control long and short sounds, using voice and instruments.
	Imitate changes in pitch.
Compose	
	Create a sequence of long and short sounds.
	Clap rhythms.
	Create a mixture of different sounds (long and short, loud and quiet, high and low).
	Choose sounds to create an effect.
	Sequence sounds to create an overall effect.
	Create short, musical patterns.
	Create short, rhythmic phrases.
Transcribe	
	Use symbols to represent a composition and use them to help with a performance.
Describe music	
	Identify the beat of a tune.
	Recognise changes in timbre, dynamics and pitch.

End Points for the end of lower Key Stage 2:

Perform	
	Sing from memory with accurate pitch.
	Sing in tune.
	Maintain a simple part within a group.
	Pronounce words within a song clearly.
	Show control of voice.
	Play notes on an instrument with care so that they are clear.
	Perform with control and awareness of others.
Compose	
	Compose and perform melodic songs.
	Use sound to create abstract effects.
	Create repeated patterns with a range of instruments.
	Create accompaniments for tunes.
	Use drones as accompaniments.
	Choose, order, combine and control sounds to create an effect.
	Use digital technologies to compose pieces of music.
Transcribe	
	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.
Describe music	
	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

	Evaluate music using musical vocabulary to identify areas of likes and dislikes.
	Understand layers of sounds and discuss their effect on mood and feelings.

End Points by Upper Key Stage 2

Perform	
	Sing or play from memory with confidence.
	Perform solos or as part of an ensemble.
	Sing or play expressively and in tune.
	Hold a part within a round.
	Sing a harmony part confidently and accurately.
	Sustain a drone or a melodic ostinato to accompany singing.
	Perform with controlled breathing (voice) and skilful playing (instrument).
Compose	
	Create songs with verses and a chorus.
	Create rhythmic patterns with an awareness of timbre and duration.
	Combine a variety of musical devices, including melody, rhythm and chords.
	Thoughtfully select elements for a piece in order to gain a defined effect.
	Use drones and melodic ostinati (based on the pentatonic scale).
	Convey the relationship between the lyrics and the melody.
	Use digital technologies to compose, edit and refine pieces of music.
Transcribe	
	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
	Read and create notes on the musical stave.
	Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
	Understand and use the # (sharp) and b (flat) symbols.
	Use and understand simple time signatures.
Describe music	
	<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds

	<ul style="list-style-type: none"> • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.
	<ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning.

Monitoring and Evaluation of Effectiveness of this Policy

The headteacher and music subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our headteacher and music leader will sample music lessons during the year
Pupil voice	Samples on music during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader

The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's music policy so that we can take account of new initiatives and research, developments in technology or any changes in the music curriculum. We will therefore review this policy every three years or sooner if required.