



Music Policy

Key Document Details

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Music at St Mary's



At St Mary's we are fortunate to be able to employ a specialist music teacher to ensure the children are exposed to high quality music provision (Y2-Y6). Focus is primarily on celebrating a love of music through singing and basic playing of instruments.

What we teach

We follow the Charanga music scheme enriched learning about the theoretical elements of music as well as music for pleasure. The children participate in church services and school performances at Christmas, Easter and the end of the year. We also link music to geography, looking at different musical instruments made in the rainforest and listening and taking part in our very own BG musical carnival!

In Year 3 and 4 music we use the Charanga programme and cover a variety of themes and genres, typically based around a song or artist. We cover 'Hands Feet Heart', 'You've Got a Friend', 'Let Your Spirit Fly', 'Dancing in the Street', 'Mamma Mia', 'Lean on Me' 'Adele', 'Don't Stop Believin'', 'Bringing us Together', and 'The Fresh Prince of Bel Air'. The children explore the tune and the lyrics and discuss their meanings. We also cover the use of glockenspiels to help children develop their abilities with instruments.

In Music throughout Year 5 and 6 at St Mary's, children will develop progressive and challenging musical skills in a breath of genres, focusing on a style of music or song each term. The range of genres includes rock, jazz, pop ballads, hip hop, Motown, classical, Latin and blues, focusing on songs such as Living on a Prayer, Make You Feel My Love, Fresh Prince of Bel Air, Dancin' in the Street, I'll Be There, Happy, New Year Carol and You've Got a Friend.

In order to enhance the music on offer to KS2 we participate in Young Voices which enables children in our small school to experience live performance on a grander scale.

It is our intent that: *By the time a child leaves St Mary's Primary they will have:*

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Breadth

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Use their voices expressively 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. • Make and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • 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.

Key Objective	KS1	LKS1	UKS2
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 skillful playing (instrument).
To compose	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

	<p>patterns.</p> <ul style="list-style-type: none"> • Create short, rhythmic phrases. 	<p>effect.</p> <ul style="list-style-type: none"> • Use digital technologies to compose pieces of music. 	<p>the pentatonic scale).</p> <ul style="list-style-type: none"> • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.

<p>To describe music</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • 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. 	<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 • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements <ul style="list-style-type: none"> • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
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