

MUSIC POLICY

Aims, Objectives and Values

Music is a unique and universal way of communicating, that allows children to interact with and connect to the world around them. Music breaks down barriers and brings people together, stimulating both emotional and academic responses. Musical education at Cheddington aims to inspire a love for music in all children, enabling them to use music as a vehicle for self-expression and connecting with others. Through collaborative and inclusive learning, Cheddington seeks to create a musical community, where its pupils feel empowered to create, share and take pride in their progress and that of others. Our music curriculum aims to develop key musical skills and confidence, to provide scope for pupils to join and create musical communities after leaving school, and open the door to further skill development, in line with their own aspirations.

Children develop musical abilities through creativity, co-operation and perseverance. They develop imagination, the confidence to invent and solve problems, as well as the skills to communicate their ideas using pictorial representations. Music allows children to develop coordination, their ability to memorise, concentrate and show attention to detail and accuracy. They learn strong listening skills to discriminate between different sounds and patterns, analysing the effects created. They learn to think deeply about the intent and impact of artistic works and how these interact within the context of history. Further, by analysing and reflecting on their own performances they advance their critical thinking, resilience and ability to be self-aware of the next stage of their growth.

There are key skills involved in the study of Music: listening and appraising, singing, improvising, composing and performing. These are developed across the school years by exploring a range of subject content.

The objectives of teaching music in our school allow children to:

- understand how sounds are made and then organised into musical structures;
- perform music vocally and with a variety of instruments;
- understand how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- use the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) to compose and perform;
- develop a musical vocabulary to promote understanding and discussion of their own work and the music they listen to;
 - develop an appreciation of a range of musical styles and traditions including the works of great composers;
 - develop an understanding of the history of music.

Music lessons make a strong contribution to the fundamental mission of the school, embedding core values in its students. Through exposure to a wide range of musical styles and the best in musical canon, children are able to discover their own taste and develop passion for interacting with and creating their own music. Children show respect for each other, equipment and different musical traditions. They practise patience and determination as they revisit techniques and master new skills. Working together in small groups or as a class, allows pupils to develop as part of a team: encouraging and supporting each other to create and perform.

Intent

Through a planned, coherent curriculum in Music, pupils will develop a love and passion for music, understand its context and realise their own musical self and identity. They will grow as performers, with confidence to improvise and compose with creativity and self-expression. Pupils will gain the skills to access and appreciate music, allowing them to collaborate and take part in the wider community.

To do this they will: learn to sing with musicality and expression; critically engage with music across a range of historical periods, genres, styles and traditions; learn to read musical notation; and use the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) to compose and perform.

In Early Years the children learn to sing and move to nursery rhymes and action songs; take part in musical activities that embed pulse, rhythm and pitch; create their own sounds using tuned and untuned instruments and begin to share and perform music.

In KS1 children will learn how pulse, rhythm and pitch work together in a wide range of musical styles including Old School Hip-Hop, Reggae, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, Pop, Afropop, South African and Classical music. They will use their imagination to experiment, create, select and combine sounds using their voices as well as tuned and untuned instruments. In Year 2 they will also learn songs and perform as part of a nativity production.

In KS2 children will continue to develop their knowledge of musical history and styles exploring Pop, Grime, Gospel, Rock, Ballads, Bossa Nova, Swing, Jazz, Hip- Hop, Motown and Classical music. They will make links between music and social movements, understanding how music and culture interact to create change. They will sing with increasing accuracy, fluency and expression and begin to play and perform music with confidence and control for a range of purposes. They will have further opportunities to learn how to play tuned instruments including the recorder, glockenspiel and keyboard. They will also learn to use and understand stave notation including some language of music. In Year 6 the children will also learn and perform music for a school production.

Implementation and Impact

The curriculum intent is implemented through access to a stimulating and accessible music scheme: Charanga. Using this scheme, the National Curriculum is enacted effectively each year by exploring a variety of musical styles and instrumental skills (See Appendix 1). The inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) and musical skills (listening and appraising, singing, improvising, composing and performing) are constantly revisited and built upon fluently within each developmental stage. This is outlined in the Progression in Music Roadmap (See Appendix 2). Children are guided through an advanced organiser at the start of each unit which details key information, activities and vocabulary. This is frequently revisited to support children with their acquisition of knowledge and as a tool to reflect on what they have done so far.

Effective modelling and interactive resources are used by teachers to ensure that all learners are guided to develop their skills. The use of a range of assessment tools, resources and task supports allow teachers to adapt practice to ensure that each pupil is included and challenged. During lessons pupils will work independently, as a whole class and in collaborative groups and pairs. Assessment in Music is on-going teacher assessment and is recorded as the children achieve a particular competence in an identified milestone.

Alongside music lessons in class the school's musical community is enriched by weekly singing assemblies, the school choir, musical groups within the school's Curriculum Enrichment schedule and availability of peripatetic teaching.

Early Years pupils will develop their musical abilities and understanding through opportunities to explore the world around them, access to high quality continuous provision, and through teacher-led activities. Children in KS1 and KS2 receive an hour of Music teaching each week.

Subject management

The subject manager acts as a musical advocate in school, identifying clear targets and success criteria for the development of the musical curriculum and wider music community. They are informed and up to date with curriculum and pedagogy developments and advise colleagues on best practise for classroom delivery. To support this progress is monitored progress by conducting learning walks, regular lesson observations and by providing feedback to staff and governors to implement improvements. The Music Manager also maintains the music resources and makes requests for new resources.

Music is monitored throughout the year. A traditional review of completed work is undertaken and combined with formative and summative data. The EMU sessions (Evaluate, Monitor and Understand) allow for the collapse of the traditional academic year groups to allow a single delivery of subject matter which supports the creative and critical thought of the pupils. During EMU sessions the subject manager undertakes musical activities focusing on the key musical skills (listening and appraising, singing, improvising, composing and performance). This allows the Music Manager to assess and develop these key skills across the school and to listen to pupils, taking time to understand their experience of music in school. Additionally, the learning behaviours can be observed which are interwoven with our school values (respect, teamwork, passion, determination and patience). This understanding is used to develop teacher pedagogy, focusing on key areas within the music curriculum. The Music Manager may lead or organise CPD to ensure staff confidence and high-quality delivery of the curriculum.

Personal development

Listening to and creating music is an act which transcends all cultures and all parts of society. Each pupil will have their own musical experiences within families and communities outside of school. Exposure to a wide range of musical traditions within school helps children to build on what they know, engage with different groups and grow their understanding of the world around them. This helps pupils to become conscious citizens, who value the rights of others. Further, musical education provides additional cultural experiences, such as opportunities to watch live performances and visit different performance spaces.

In line with additional school policies, Music is delivered in an age-appropriate way with adaptations made based on the needs of the children.

Policy reviewed: Autumn 2022

Date of next review: Autumn 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Reception	Me <i>Nursery Rhymes</i>	My stories <i>Nursery Rhymes</i>	Everyone! <i>Nursery Rhymes</i>	Our World <i>Nursery Rhymes</i>	Big Bear Funk <i>Nursery Rhymes</i>	Reflect, Rewind and Replay <i>Nursery Rhymes</i>	Early years: Listen attentively, moving to and talking about music, expressing feelings and responses. Sing in a group or individually, matching pitch and melody. Sing a range of well-known nursery rhymes and songs. Explore and engage in music making; performing solo or in groups.
Year 1	Hey You <i>Old School Hip-Hop</i>	Rhythm in the Way We Walk and Banana Rap <i>Reggae</i>	In The Groove <i>Blues, Baroque, Latin, Bhangra, Folk, Funk</i>	Round and Round <i>Bossa Nova</i>	Your Imagination <i>Pop</i>	Reflect, Rewind and Replay <i>Classical</i>	KS1: Use voices expressively, singing songs, speaking chants and rhymes. Play tuned and untuned instruments. Listen with concentration and understanding. Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Year 2	Hands, Feet, Heart <i>Afropop, South African</i>	Nativity: Performing Together	I Wanna Play in a Band <i>Rock</i>	Zootime <i>Reggae</i>	Friendship Song <i>Pop</i>	Reflect, Rewind and Replay <i>Classical</i>	
Year 3	Glockenspiel 1 <i>Mixed Styles</i>	Recorder Skills <i>Mixed Styles</i>	Recorder skills <i>Mixed Styles</i>	Three Little Birds <i>Reggae</i>	Bringing us together <i>Disco</i>	Reflect, Rewind and Replay <i>Classical</i>	KS2: Play and perform in solo and ensemble contexts, use voices, play musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music using the inter-related dimensions of music. Listen with attention to detail. Use and understand staff and other musical notations. Appreciate and understand music from different traditions, great composers and musicians. Develop an understanding of the history of music.
Year 4	Mamma Mia <i>Pop</i>	Glockenspiel 2 <i>Mixed Styles</i>	Stop! <i>Grime</i>	Lean on Me <i>Gospel</i>	Blackbird <i>The Beatles/Pop</i>	Reflect, Rewind and Replay <i>Classical</i>	
Year 5	Living on a Prayer <i>Rock Anthems</i>	Classroom Jazz 1 <i>Bossa Nova and Swing</i>	Make you feel my love <i>Pop Ballads</i>	The Fresh Prince of Bel-Air <i>Old-School Hip- Hop</i>	Dancing in the Street <i>Motown</i>	Reflect, Rewind and Replay <i>Classical</i>	
Year 6	Happy <i>Pop/Neo Soul</i>	Classroom Jazz 2 <i>Bacharach and Blues</i>	A New Year Carol <i>Classical and Urban Gospel</i>	You've got a friend <i>70s Ballad/ Pop</i>	Music and Me <i>Hip Hop, Classical, Electronic, Soul, Contemporary</i>	Reflect, Rewind and Replay <i>Classical</i>	

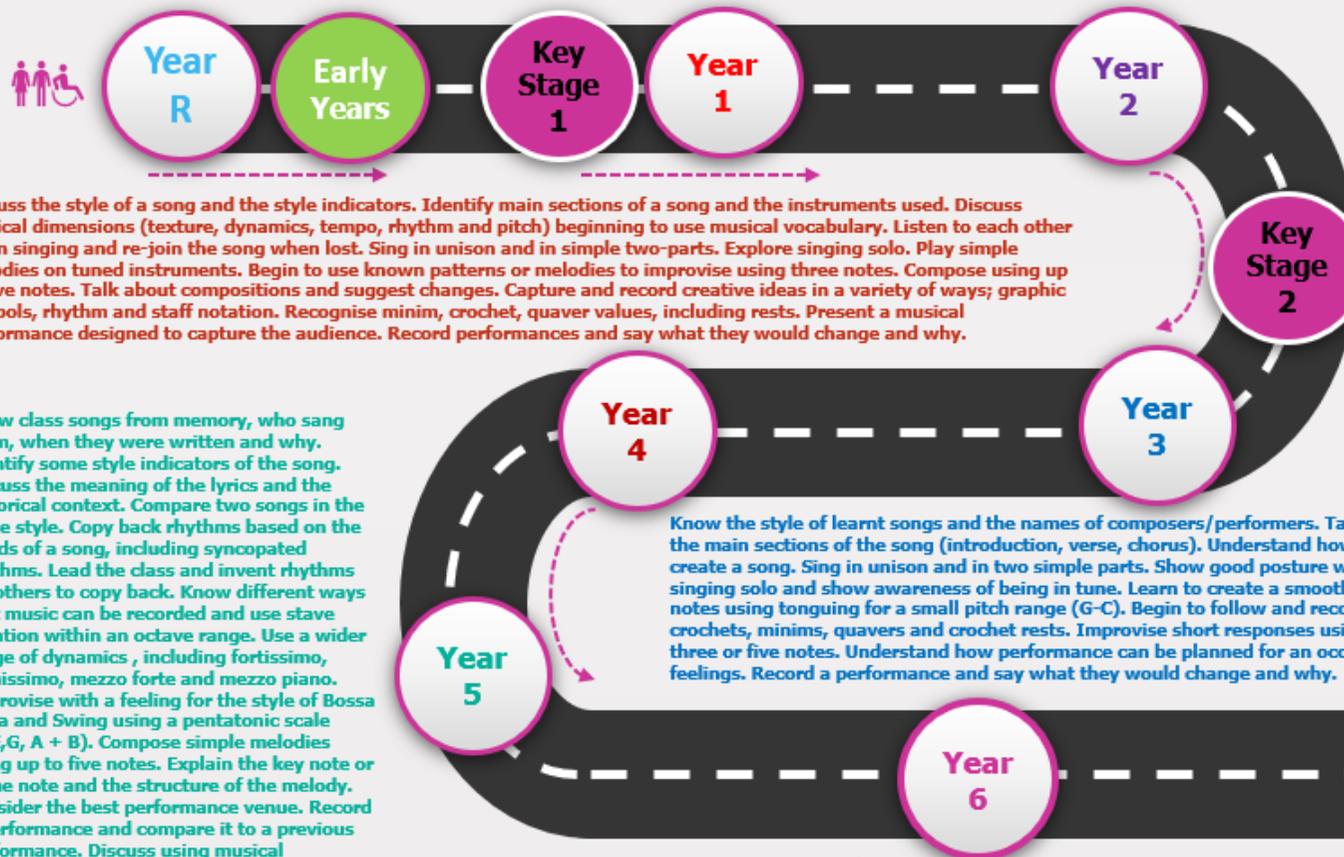
Progression in Music

The Journey Starts

Know that songs can tell stories and paint pictures. Understand how music can effect our feelings. Find the pulse by dancing, marching or being animals. Copy basic rhythmic patterns of single words. Explore high and low using voices and sounds. Create simple 2 note patterns. Sing and perform as a group adding actions or dance. Record and talk about a performance.

Sing simple songs, chants and rhymes from memory. Recognise and name some instruments. Find the pulse and march to a steady beat. Copy back short rhythmic phrases based on words with two syllables. Sing back simple phrases. Create rhythms for others to copy. Follow visual directions (stop, start, loud, quiet) 'My turn, your turn.' Sing in unison and recognise high and low pitch. Treat instruments with respect. Improvise using voices and instruments using one or two notes. Create a simple melody using one, two or three notes. Record a performance and discuss how it made us feel.

Know 5 songs off by heart and recognise that songs have a musical style. Identify when a song has a chorus or a response/answer part. Know the difference between rhythm, and pulse. Listen to and copy back short rhythmic or melodic phrases. Learn to warm up voices and find a comfortable singing position. Learn the names of untuned percussion instruments used and of the notes in used in an instrumental part. Improvise using voices and instruments using one or two notes. Compose melodies using one, three or five notes. Use graphic symbols, dot notation and stick notation to record composed pieces. Recognise that performance can be for a special occasion. Perform to parents or friends.



Discuss the style of a song and the style indicators. Identify main sections of a song and the instruments used. Discuss musical dimensions (texture, dynamics, tempo, rhythm and pitch) beginning to use musical vocabulary. Listen to each other when singing and re-join the song when lost. Sing in unison and in simple two-parts. Explore singing solo. Play simple melodies on tuned instruments. Begin to use known patterns or melodies to improvise using three notes. Compose using up to five notes. Talk about compositions and suggest changes. Capture and record creative ideas in a variety of ways; graphic symbols, rhythm and staff notation. Recognise minim, crochet, quaver values, including rests. Present a musical performance designed to capture the audience. Record performances and say what they would change and why.

Know class songs from memory, who sang them, when they were written and why. Identify some style indicators of the song. Discuss the meaning of the lyrics and the historical context. Compare two songs in the same style. Copy back rhythms based on the words of a song, including syncopated rhythms. Lead the class and invent rhythms for others to copy back. Know different ways that music can be recorded and use stave notation within an octave range. Use a wider range of dynamics, including fortissimo, pianissimo, mezzo forte and mezzo piano. Improvise with a feeling for the style of Bossa Nova and Swing using a pentatonic scale (D, E, G, A + B). Compose simple melodies using up to five notes. Explain the key note or home note and the structure of the melody. Consider the best performance venue. Record a performance and compare it to a previous performance. Discuss using musical terminology.

Know the style of learnt songs and the names of composers/performers. Talk about the meaning of lyrics and identify the main sections of the song (introduction, verse, chorus). Understand how pulse, rhythm and pitch work together to create a song. Sing in unison and in two simple parts. Show good posture when singing and follow a leader. Explore singing solo and show awareness of being in tune. Learn to create a smooth, clear sound on the recorder, separating notes using tonguing for a small pitch range (G-C). Begin to follow and record music using stave notation; using crochets, minims, quavers and crochet rests. Improvise short responses using 3 notes. Compose melodies using one, three or five notes. Understand how performance can be planned for an occasion and can communicate thoughts and feelings. Record a performance and say what they would change and why.

Recognise the style of songs and name other songs in that style. Discuss style indicators of the song, the meaning of the lyrics, musical dimensions and the historical context. Reflect upon individual music identity. Copy back simple and syncopated rhythms. Copy back three note riffs by ear and by notation. Sing a broad range of songs, including four-part rounds and songs with syncopated rhythms. Adjust tone to suit musical style when singing. Improvise with a feeling for the style of Bossa Nova and Swing using a pentatonic. Explain the key note or home note and the structure of the melody. Create a musical programme, consider the best venue for a performance and how to use it effectively. Record a performance and compare it to a previous performance. Discuss the performance using musical terminology and make suggestions for improvement.

End of KS2

Children will leave Cheddington Combined School with an appreciation of different musical styles and genres, feeling confident in their ability to make music and perform within a musical community.