



Grimley & Holt C of E Primary School

Excellence and excitement every day for every child

Music Procedures

Written by J Carpenter 2020

To be reviewed July 2021

National Curriculum 2014 - 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 of the National Curriculum 2014

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.

National Curriculum Programme of Study – 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.

National Curriculum programme of Study – 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.

Selected extracts from the EYFS related to music

Pupils should be able to:

- Explore and use media and materials: children sing songs, make music and dance, and experiment with ways of changing them.
- They represent their own ideas, thoughts and feelings through music

Whole School Progression of Skills and the Inter-Related Musical Dimensions

This has been designed to track a pupil's progress of key musical skills throughout the 3 main areas the subject – performing, improvising and composing and listening and reviewing. Progress will be measured at the end of Reception, Key Stage 1, Lower Key Stage 2 (Year 4) and end of Key Stage 2. Also included are what is expected to be known about the inter-related Musical Dimensions at these points.

	Foundation Stage (Rec)	Key Stage 1 (Years 1-2)	Lower Key Stage 2 (years 3-4)	Upper Key Stage 2 (Years 5-6)
Performing (instrumental skills and singing)	<ul style="list-style-type: none"> • Sing simple songs and chants with actions. • Start to stop and start playing on direction. • Can play a range of percussion instruments. • Can play back a simple rhythmic pattern. 	<ul style="list-style-type: none"> • Sing simple songs and chants with actions with increasing accuracy building rhythmic and melodic memory. • Use voice and body to create sounds – humming, whispers, clicks and whistles. • Start and stop together on direction. • Begin to use correct technique when playing a range of percussion instruments. • Keep a steady beat and copy simple rhythmic patterns. 	<ul style="list-style-type: none"> • Sing rounds (canons) and partner songs, maintaining their own part with some support. • Sing songs with a simple ostinato part. • Sing with a developing understanding of expression and dynamics. • Perform simple rhythmic and melodic patterns on a variety of percussion instruments. • Read and play at least 3 notes on an instrument (e.g. recorders) with care and a degree of accuracy. 	<ul style="list-style-type: none"> • Confidently sing part songs and canons with control, expression, phrasing and dynamics. • Play percussion instruments with an understanding of pitch 2, 3 and 4 metre and syncopated rhythms. • Accurately maintain an independent part within a group in both instrumental and vocal performance. • Read and play at least 5 notes on an instrument (e.g. recorders) with a greater accuracy and independence. • Perform with control, dynamics and awareness of others.
Improvising and composing	<ul style="list-style-type: none"> • Can create their own rhythmic pattern. • Create a simple graphic score that they can use to play their own rhythm or on a tuned percussion. 	<ul style="list-style-type: none"> • Create and clap their own rhythms. • Create patterns of sound – using variations of pitch, duration and dynamics. • Use instruments to reflect a topic or add sound effects to a story. • Invent symbols to represent sound and create a simple graphic score for pitch or duration that others could follow. 	<ul style="list-style-type: none"> • Represent sound on a graphic score using their own symbols for individual and group performances. • Create a soundscape using tuned and untuned percussion. • Compose four bars of music using at least 3 notes with an understanding of time signatures and note values. • Staff notation: recognise note pitches on a staff and note values of at least a quaver, crotchet and minim. • Start to understand Italian musical terminology. 	<ul style="list-style-type: none"> • Represent sounds on a graphic score with symbols for group and individual performances with an awareness of the musical dimensions. • Improvise with confidence and an awareness of rhythm context and purpose. • Create group soundscapes with instruments, vocals and a conductor. • Compose 8 bars of music using 5 or more notes with an understanding of note value, time signature and melody. • Staff notation: recognise note pitches on the staff and new note

			<ul style="list-style-type: none"> • Begin to take part in improvisation sessions with confidence. • Begin to use music technology software. 	<p>values of semiquaver, semibreve and dotted minim.</p> <ul style="list-style-type: none"> • Use music technology software to layer and organise sounds following a clear production brief.
Listening and reviewing	<ul style="list-style-type: none"> • Listen to and respond to a range of music. • Talk about this music and how it makes them feel. 	<ul style="list-style-type: none"> • Listen to music in an appropriate manner. • Talk about the music they listen to with appropriate musical vocabulary. • Begin to explore how music can affect their emotions. • Recognise how music enriches our lives. • Compare 2 contrasting pieces of music for dimensions such as pitch or tempo. • Think of ways to improve their composition. • Begin to recognise common instruments. 	<ul style="list-style-type: none"> • Recognise the family groups of the orchestra and the importance of the conductor. • Describe and give opinions of the music heard with some use of musical vocabulary. • Discuss the emotional impact of a piece and understand that others may view this differently. • Identify some of the structural and expressive aspects of the music heard (e.g. starts slowly and gets faster). • Share ways to improve their own compositions and compositions of others. 	<ul style="list-style-type: none"> • Identify different ensemble combinations heard and their role within the ensemble (e.g. melody, ostinato). • Describe and give opinions of the music heard with confident use of an extended range of musical terminology. • Listen to music of different genres and compare and contrast the differences between the styles. • Discuss ways to improve their own compositions and the compositions of others using the musical dimensions as a guide.
Inter-related dimensions	<p>Pitch: begin to identify high and low sounds. Duration: begin to respond to short and loud sounds. Dynamics: begin to follow instructions to play loudly, quietly, etc. Tempo: begin to identify fast and slow. Timbre: begin to identify instrument that make similar sounds.</p>	<p>Pitch: recognise and respond to high low and middle sounds. Duration: recognise and respond to a pulse and patterns of long and short sounds. Dynamics: understand loud, quiet and silence. Tempo: understand fast and slow. Timbre: identify different percussion sounds and how they are made. Texture: recognise and respond to one sound leading to many sounds. Structure: understand and identify beginning, middle and end, and also use repetition and introduction.</p>	<p>Pitch: recognise and respond to higher and lower sounds and general shapes of melody. Begin to recognise steps, leaps and repeated notes. Duration: distinguish between a pulse and a rhythm. Understand that rhythmic patterns fit to a beat. Begin to understand 4 metre rhythm patterns and syncopated rhythm. Dynamics: understand getting louder and quieter in finer graduations. Tempo: understand getting faster and slower in finer graduations. Timbre: identify a range of instruments by name and how they are played. Discuss the quality of the sound of both voices and vocal pieces. Texture: recognise different combinations of layers of music.</p>	<p>Pitch: identify steps, leaps and repeated notes. Identify a scale pattern and use pitch knowledge to help play tuned instruments. Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm. Dynamics: understand how a wider range of dynamics can be used for expressive effect. Tempo: understand how a wider range of tempi can be used for expressive effect. Timbre: discuss the quality of a voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations, e.g. string quartet/choir. Texture: begin to understand different types of harmony (simple parts, chords, a cappella). Structure: develop an understanding of conventional musical structures (repeat</p>

			Structure: develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.	signs, coda, drone/ostinato, rondo, theme and variations).
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Our Music Curriculum

Our school Music curriculum was developed prior to the new National Curriculum being launched in 2014 by staff in consultation with the Local Music Authority (now the local Music Hub - Severn Arts), The Chantry School at Martley, (the local high school that the majority of our year 6 pupils attend after leaving here) and a retired University professor of Music Education from Birmingham University. This curriculum formed a two year rolling programme of study due to the school's split year group classes and has been used with minor alterations since the academic year 2014-2015.

This curriculum, and the school's passion for music teaching, has been rewarded with the Music Mark for the years 2018-2019 and 2019-2020.

The Music curriculum that is included within this policy has been revised in April 2020 for use in the school years 2020-2021 and 2021-2022. At its heart are the same key elements that were present within the original curriculum (designed in 2014) but it now reflects the greater range of resources available within school and online. It continues our strong focus of instrumental teaching and singing but this now appears alongside specific piece / genre studies which are taken from a range of styles both popular and classical and from different stages of musical history. Teaching of the Key Musical Elements is embedded throughout. There is also an increase of focus on music technology due to major developments in this area since 2014. This again uses a two year rolling programme.

The new scheme uses units from music schemes including Music Express, Charanga, BBC Ten Pieces and Sing Up.

The Children's Musical Learning at Grimley and Holt

Children have weekly Music lessons that follow the curriculum overview plan outlined below, with the major focus on completing the skills progressions outlined in this policy. This is in line with the whole school approach. Music will also be used within other subjects and where possible included within one Mantle of the Expert topic for each class, each year.

Whole School Curriculum Overview Plan for 2020-2021 (Year A) and 2021-2022 (Year B)

Codes to the overview plan below link with our musical skills progression as follows: **P** = performing – including instrumental skills and singing; **IC** = Improvising and composing **LR** = Listening and reviewing. The number in brackets refers to the number of weeks allocated for that part of the curriculum.

Year A 2020-2021	Autumn Term		Spring Term		Summer Term	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Reception	Singing nursery Rhymes Me (Charanga unit) (P / LR) (6)	Un-tuned Percussion (P) (3) Nativity practice (P) (3)	Un-tuned Percussion (P / IC) (6)	Singing Action Songs My Stories (Charanga Unit) (P / LR) (6)	Tuned percussion (P / IC) (6)	Popular Music Study (Funk) Big Bear Funk (Charanga Unit) (LR / P / IC) (6)
Year 1 / 2	Sounds around us and Body percussion (Music Express) (P / IC) (3)	Classical Music Study – 20th Cent Adams Short ride in fast machine (BBC 10 pieces 1) (LR / IC) (3)	Singing games and songs (P) (3)	Instrument teaching Ocarina (P / IC) (6)	Popular Music Study - Hip Hop Hey You – (Charanga unit) (P / LR / IC) (6)	Beat-boxing rhythms (P) (2)
	Inter-related elements & Instrument introduction (LR) (3)	Nativity practice (P) (3)	Classical music study – Baroque Vivaldi – Four Seasons (LR / IC) (3)			Classical Music Study - Romantic Saint- Saens -Carnival of the animals (IC / LR) (4)
Year 3 / 4	Popular Music Study – 80’s Pop ABBA -Mama Mia (Charanga unit) (P / LR / IC) (6)	Instrument Teaching (P) (6) Recorder	Classical Music Study - Classical Mozart’s Horn Concerto 4 th mvt - Rondo (BBC 10 pieces 1) (LR / IC) (3)	Singing Rounds and songs from around the world (P) (3)	Rhythm Work Charanga – rhythm grids (P / IC) (3)	Music technology (Garage Band) (IC) (3)
			Instrument Teaching Recorder (P) (3)	Popular music study - Music from WW2 The role music played in the war years. (LR / P)(3)	School Play (P / LR) (3)	Classical Music Study - Romantic Greig - Hall of the Mountain King (BBC 10 Pieces 1) (LR / IC) (3)

Year 5 /6	Singing Young Voices preparation (P / LR) (12)	Instrument teaching Keyboard (P / IC / LR) (6)	Classical Music Study – 20th Cent Reich – Clapping Music (P / LR / IC) (3)	Musicals Study and Song Writing (P / LR / IC) (3)	Music Technology (Garageband / bandlab) (IC) (6)
			Classical Music Study - Baroque Purcell -Abdelazer – Rondeu (BBC 10 pieces 3) (LR / IC) (3)	School Play (P / LR / IC) (3)	

Year B	Autumn Term		Spring Term		Summer Term	
	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term	1 st Half Term	2 nd Half Term
Reception	Singing nursery Rhymes Me (Charanga unit) (P / LR) (6)	Un-tuned Percussion (P) (3) Nativity practice (P) (3)	Un-tuned Percussion (P / IC) (6)	Singing Action Songs My Stories (Charanga Unit) (P / LR) (6)	Tuned percussion (P / IC) (6)	Popular Music Study (Funk) Big Bear Funk (Charanga Unit) (LR / P / IC) (6)
Year 1 / 2	Instrument teaching Tuned Percussion (P / IC) (6)	Inter-related elements & Instrument introduction (LR) (3) Nativity practice (P) (3)	Singing games and songs (P) (3) Music Technology – Voice changing software – basic layering (Voice Plus/ GarageBand) (P / IC / LR) (3)	Instrument teaching Ocarina (P / IC) (6)	Classical music study - Classical Beethoven 5 th Symphony (BBC 10 pieces 1) (LR / IC) (3) Music and Storytelling Using Prokofiev -Peter and the wolf (IC) (3)	World Music Study – South African music – Hands Feet Heart (Charanga unit) (LR / P) (6)
Year 3 / 4	Popular Music Study – Reggae 3 Little Birds (Charnaga unit) (P / LR / IC) (6)	Instrument Teaching Recorder (P) (6)	Classical music study - Romantic Dvorak – Largo from New World (BBC 10 Pieces 3) (LR / IC) (3) Instrument Teaching - Recorder (P) (3)	Instrument Teaching Djembe Drums (P / IC) (3) Film Music Study - 20th Cent – Music of John Williams (LR / IC) (3)	Classical music study – 20th Cent Copland - Rodeo Hoedown (BBC Ten Pieces 3) (LR / IC) (3) School Play (P / LR) (3)	Orchestra family study using Britten -Young Person’s Guide to the Orchestra (LR) (3) Local Musician study The Music of Edward Elgar (LR / IC) (3)

Year 5 /6	History of music study The Developments of classical and popular music (LR / IC) (10)	Instrument teaching Keyboard (P /IC / LR) (6)	Popular Music Study – Rock Livin’ on a Prayer (Charanga) (P / LR / IC) (6)	World Music Study Music from around the world (LR) (3)	Music Technology (Garageband / bandlab) (IC) (6)
	Christmas Carol Study (folk based) (LR / IC) (2)			School Play (P / LR / IC) (3)	

Where are the Inter-related dimensions on the plan?

The inter-related dimensions are not placed on the plan after the first term in Year 1 and 2 where they will be introduced as the dimensions. After that, these will be embedded throughout all the teaching within the curriculum with each Musical Study Unit focussing on different combinations of the key dimensions.

The Musical Study Units

The Musical Study units are new to our Curriculum Plan this year and include the following different types across the whole plan:

- Classical Music studies –focuses on music considered to be of a classical style from across a range of musical periods up to the 21st Century.
- Popular Music Studies – focuses on particular well known artists or on a particular style of music from various times within the development of popular music.
- World Music Studies – focuses on music from particular regions around the world.
- A Local Musician Study –focuses on the work of our local composer Edward Elgar.
- Music and Story-telling. – focuses on how music can be used to enhance the telling of a story.
- Orchestra Family Study – focuses on the orchestral family, how it is organised and the importance of the conductor
- Film Music Study – focuses on the work of Film Music composers in creating music to represent characters.
- Musicals Study and Song Writing –focuses on musicals, their main features and how they are used to tell a story. This is linked with a short song writing task.
- History of Music Study – this is used within Year 5/6 to provide an overview of all of their musical learning, and to take the pupils on a journey through the overall history of music within both classical and popular contexts.
- Christmas Carol Study – focuses on folk carols and in particular how ‘While Shepherds Watched’ has so many different versions.

The Music Study Units mentioned above have been specifically chosen in order to do the following within the curriculum:

- To cover of all musical dimensions across a two year rolling programme.

- To ensure that our skills progression can be achieved by all pupils at the end of Reception, KS1, Lower KS2 (Year 4) and Upper KS2.
- To cover various periods within musical development and to provide children with experience of listening, responding to and identifying key features of a range of music from different periods, genres and places.
- To provide a range of opportunities to improvise and compose music including specific musical features from a range of different starting points.
- To prepare our pupils as much as possible for transition to high school.

These Musical Study Units combine with instrumental teaching (percussion, recorder and keyboard), singing, specific rhythm work (which include body percussion and beat-boxing) and music technology so as to make our curriculum as varied as possible for our pupils whilst still allowing maximum coverage of the National Curriculum aims and objectives and our school's skills progression.

Time is also given to prepare pupils for their Christmas or end of year production, this work will focus on technique and performance.

Examples of children's music compositions and work resulting from these study units is to be shared with parents during Friday Celebration Assemblies where appropriate.

Instrumental Opportunities within our Curriculum

We have always been proud of the children's access to learning musical instruments at Grimley and Holt. Outlined below is each year's current access to instruments and singing within our curriculum.

Reception: 18 weeks of singing, 9 weeks of un-tuned percussion and 6 weeks of tuned percussion

Year 1 and 2: Year A = 6 weeks of Ocarina and 9 weeks of singing; Year B = 6 weeks tuned percussion and 9 weeks singing

Year 3 and 4: Year A = 9 weeks of singing and 9 weeks of recorders; Year B = 6 weeks of singing, 3 weeks of Djembe and 9 weeks of recorders

Year 5 and 6: Year A = 12 weeks of singing and 6 weeks of Keyboard; Year B = 6 weeks of Keyboard and 6 weeks of singing.

Other Initiatives used to Support Curriculum Coverage

Children in KS2 are to have a weekly 'album of the week.' This album will be celebrating a major landmark that week, e.g. 25 years since release. These albums are in a range of genres within popular music. These are to be shared during the week at school or used to promote discussion as home learning with parents. Information about the album of the week will be posted on the Music display board.

On arrival at assembly, children across the school will listen to music, at least once a week. This music will be by the composer of the month. These composers are specifically selected to reflect different periods of classical musical history and popular musical influences. These are on a four year rolling programme. Information about the composer of the week will be included on the Music display board.

Every classroom is to have musical dimension posters on display at all times and access to music timelines, from our Charanga scheme, for use within musical study units. A Music subject display board will be located in the school corridor and will include the information mentioned above as well as photographs and examples of work. Children will be encouraged to look at this when opportunities arise.

Other musical opportunities within school

- Weekly, one dedicated singing assembly, plus songs in at least one other assembly. Songs in these to be a mixture of traditional hymns and songs reflecting our school values. Staff to attend when possible to show a whole school approach to singing.
- Music to feature in all main religious services, e.g. Christmas / Easter, etc.
- One production a year for all children (Christmas Production for KS1 and Reception; Summer Production for KS2)
- An annual talent show where children can choose to showcase their musical talents.
- An annual 'Sing-Up' day promoting the wellbeing benefits of singing. Singing is to be incorporated into lessons throughout this day and various other singing opportunities will be available.
- Links with local providers, including Severn Arts (Local Music Hub), for pupils to have peripatetic instrumental and singing lessons.

After School Provision.

- An after school KS2 choir. Opportunities will be sort for this group to represent the school in the local community with performances. Previous examples have included local fetes, elderly day care centres and the Three Counties show.
- An after school ukulele club (one term a year)
- During Plan Cycle Year B: after school Young Voices club open to children in Years 4-6 which will prepare the children for the concert in Birmingham.
- During Plan Cycle Year A: A KS1 lunchtime choir focusing on singing songs and games.

Music Development areas during the course of this review.

- The development of Young Singing Leaders. These will work alongside our existing Jumping Jaxx / House Competition Leaders to provide singing activities during one lunchtime a week. They will also have a role in supporting singing during the whole school singing assemblies. They will meet once a week with the Music co-ordinator to plan and prepare resources.
- The development of pop up choirs for special events. These are to including the wider community.
- CPD for staff.
- A full review of school instruments.

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To be reviewed July 2021