	Music Policy		
	Member of staff responsible	Date Approved	Review Date
	Kishanda Blake	03.05.2024	03.05.2026

Intent

Our Philosophy for Teaching Music

At Yarlside Academy, our aim is to help children feel that they are musical and to develop a life-long love of music. Through our music curriculum, children gain a firm understanding of what music is by listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres from all around the world.

Children will develop the musical skills of singing, playing tuned and untuned percussion instruments improvising and composing music and listening and responding to music. They will develop an understanding of history and cultural context of the music they listen to and learn how music can be written down. Through music, our curriculum helps children to develop transferrable skills, such as team-working, leadership, creative thinking, problem solving, decision-making and presentation and performance skills.

Children will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisation and compositions.

National Curriculum

The national curriculum for music in Key Stage 1 aims to ensure that all pupils:

- 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 interrelated dimensions of music

In Key Stage 2 the curriculum develops this knowledge and skills further to ensure all pupils:

- 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 interrelated 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.

Our Curriculum

We use 'Kapow' as our main resource for planning and implementing our scheme of work, which takes a holistic approach to Music, in which the individual strands are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Implementation

Curriculum Organisation

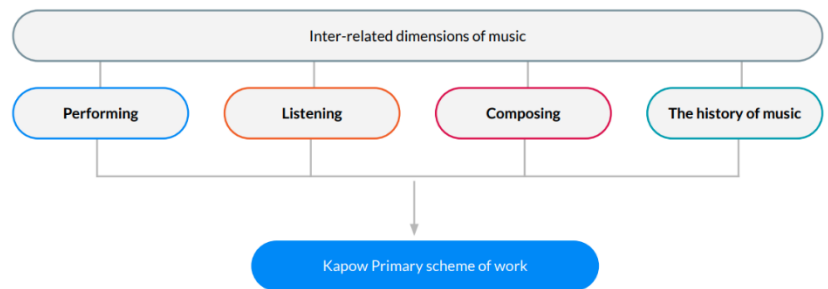
Kapow’s Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- **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.

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.

Each unit is organised into 5 lessons which combine the five main strands within a cross-curricular topic and incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are ‘hands-on’ and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

Timetable

Four units of work are taught in each year group and these are spaced so that Music is taught every half term either on a weekly basis or through blocked sessions – this is decided by the teacher and is dependent on the topic content and length.

Teaching & Learning Approach

1. Knowledge Organisers

Accompanying each unit is a ‘Knowledge organiser’, which contains key vocabulary, information and key facts which pupils can refer to and use throughout each unit of work. Key vocabulary is discussed at the beginning of each lesson and children are encouraged to use this vocabulary throughout the unit when listening and appraising, playing and singing, improvising, composing and performing.

2. Vocabulary

Vocabulary forms an essential part of our wider curriculum. Kapow provides a progression of Musical vocabulary so that teacher know which vocabulary has already been introduced and how to build on this. Children are encouraged to use the correct musical vocabulary when discussing their work, others work and musical styles and techniques.

3. Cumulative Quizzing

Year 6: Advanced Rhythms

Vocabulary

- Pulse:** A piece of music where a melody is played and then isolated (like or more slowly) in a short piece. For example, when you sing in a chorus.
- Compose:** To write or create a work of art, such as a piece of music.
- Improvise:** To make up music as it is played or performed.
- Rhythm:** The idea of the method to teach music by listening, singing, moving and dancing before reading and writing. It is like learning a language.
- Tempo:** Notes of different pitches played in a sequence in order to create a tune.
- Musical notation:** A person who analyses and renews pieces of music.
- Composers:** Write symbols to represent music.
- Verse:** Part of a steady beat - the heartbeat of the music.
- Chorus:** The pattern of long and short notes in music.
- Repeat:** Repeating or playing notes of the same pitch at the same time.

Kodály rhythms

These are the rhythm names we use in the Kodály Method.

- TA = Crotchet**
This is one beat. We clap once.
- TU = Quarter**
This is also one beat, which means that it's angle. It is half a beat. We clap twice for the speed of TA.
- SH = Crotchet rest**
This is a rest for one beat. There is no sound. We clap our hands for other things in a beat, but not sound.
- TWO = Minim**
This is two beats. We clap at the beginning of the first beat, then we clap at the beginning of the second.

More vocabulary

Beat: The basic unit of time in music. It is the pulse of the music. It is the sound that you hear when you listen to a piece of music. It is the sound that you hear when you listen to a piece of music.

Tempo: The speed at which a piece of music is played. It is the speed at which a piece of music is played. It is the speed at which a piece of music is played.

Dynamic: The volume of sound that a piece of music makes. It is the volume of sound that a piece of music makes. It is the volume of sound that a piece of music makes.

Texture: The way that different sounds are mixed together. It is the way that different sounds are mixed together. It is the way that different sounds are mixed together.

Structure: The way that a piece of music is organised. It is the way that a piece of music is organised. It is the way that a piece of music is organised.

Quizzes are used from Kapow to establish prior knowledge and understand the content of each unit. Throughout each unit, pupils continually revisit quiz questions and previous content to reinforce key knowledge and vocabulary. At the end of each unit, pupils are given an ‘assessment’ quiz to check their understanding and knowledge. As part of spaced retrieval practice, these quiz questions are often revisited on an ad hoc basis to encourage recall.

4. Lesson Activities

In each lesson, children actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are ‘hands-on’ and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

5. Educational Visits & Visitors

Children in KS2 have the opportunity to see a show in Manchester, watch shows performed by local secondary schools and when they are in Year 6, they see a West End Musical. Children also represent the school taking part in ‘Young Voices’.

Classroom Organisation

Music is taught either in the classroom or in the ‘Art & Music’ room depending on which resources and how much space are required.

Resources

Each year group has a list of equipment that they need in order to fulfil their units of work.

All music resources are stored in the ‘Art Room’ and are organised into ‘Tuned’ and ‘Untuned Percussion’.

Year 4 Music resource list		
Body and tuned percussion <ul style="list-style-type: none"> Whisk and jugs Hand percussion instruments 	Rock and Roll <ul style="list-style-type: none"> Tuned percussion instruments Untuned percussion instruments Keyboards/ electronic instruments 	Changes in pitch, tempo and dynamics <ul style="list-style-type: none"> Staircase Leopard Frisbees Percussion instruments
Halls, music and performance <ul style="list-style-type: none"> Clapboards Hand and arm and cassette tape units Optional: invite students to bring in instruments if they can 	Songs and carnival sounds and instruments <ul style="list-style-type: none"> Untuned percussion instruments 	Adapting transposing music <ul style="list-style-type: none"> EBB/Glenn Hand percussion instruments Untuned percussion instruments Colouring paper A3 or A4 paper Optional: Pop! foam instruments

Provision for Lower and Higher Ability

Differentiation

Children generally take part in mixed ability groups; however, differentiated guidance is available for every lesson to ensure that lessons can be accessed by all children and opportunities to stretch children’s learning are available when required.

Extra-Curricular Activities

We have a school choir which is accessible to all of Key Stage 2 children. The choir perform at local nursing homes at least once a term

We also offer an additional singing club, run by a professional singer.

EYFS

At Yarlside our Early Years curriculum is designed to recognise children’s prior learning, both from previous settings and their experiences at home. We work in partnership with parents, carers and other settings to provide the best possible start at Yarlside Academy, ensuring each individual reaches their full potential from their various starting points.

Kapow is used to guide the curriculum and cover the following areas of the EYFS curriculum.

Music		
Three and Four-	Communication and Language	• Sing a large repertoire of songs.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.

Year-Olds	Expressive Arts and Design		<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language		<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		<ul style="list-style-type: none"> • Combine different movements with ease and fluency.
	Expressive Arts and Design		<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. <p>Explore and engage in music making and dance, performing solo or in groups.</p>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Parents

We know how important parental involvement is in maximising our teaching and learning in all curriculum areas, and we try to encourage this through:

- Sending information home regarding what the children have done in Music at school using 'Tapestry' and through posts on our social media sites.
- Keeping parents up to date with our curriculum through newsletters and our website.
- Individual children's progress and attainment is reported to parents termly through face to face meetings and an end of year report.
- We invite parents into school regularly (at least once a term) to watch musical performances by the children.

Transition to Secondary School

Our Music scheme of work was developed in liaison with the Music Subject Lead in our trust secondary school with a view to continuing the development of key skills.

We work in close collaboration with our 'trust' secondary school, 'Furness Academy', to ensure our pupils' transition from primary to secondary is smooth and progressive. Our 'Music Curriculum Group', consisting of at least one member of staff from every trust school, meets regularly (at least once a term) to ensure that our curriculum,

methods of assessment and approaches to teaching and learning are all consistent to enable maximum progress and attainment.

Continuous Professional Development (CPD)

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Teachers are encouraged to watch the teacher videos for each unit of lessons to develop their subject knowledge and aid their own acquisition of musical skills and knowledge. They are also supported by webinars from music specialists through the Kapow website. Teachers have commented on how useful the videos have been – and how much they have learnt from them!

In addition to this on-going CPD, we work very closely with our local secondary trust school and their Music subject lead. We have a 'Music Team' on 'Microsoft Teams' where staff collaborate, share ideas and organise CPD events for staff.

Assessment

Formative Assessment

Teacher and self-assessment in music is ongoing throughout each unit. Guidance is provided for every lesson on what to look for in order to judge children's attainment and this on-going assessment is used to develop sessions to enable pupils to deepen their musical knowledge and proficiency.

Children are assessed through:

- Questioning
- Observation
- Self-assessment
- Peer-assessment
- Verbal feedback

Unit	Lesson Name	Lesson No.	Learning Objective	Success Understanding	Greater Depth
Musical Rhythm	To create a rhythm	1	Identifying an undifferentiated rhythm	Recognising the rhythm	Creating the pulse when given the pulse
	Creating into the groove	2	Performing simple actions	Identifying the pulse when given the pulse	Identifying the pulse when given the pulse
	Creating a groove	3	Identifying a rhythmic pattern	Performing the pulse when given the pulse	Identifying the pulse when given the pulse
	Creating a groove	4	Using knowledge of rhythm to create a groove	Performing the pulse when given the pulse	Identifying the pulse when given the pulse
Musical Pitch and Tempo	Creating a groove	1	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	2	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	3	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	4	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
Musical Genre - Pop/Rock/Blues	Creating a groove	1	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	2	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	3	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	4	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
Musical Genre - Jazz	Creating a groove	1	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	2	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	3	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	4	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
Musical Genre - Classical	Creating a groove	1	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	2	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	3	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	4	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
Musical Genre - Contemporary	Creating a groove	1	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	2	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	3	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer
	Creating a groove	4	Identifying the work of a composer	Identifying the work of a composer	Identifying the work of a composer

Teachers carry out regular repeated 'quizzes' to ensure learning is embedded, as part of their lessons, and these are built on throughout the unit of work so that children remember what they have been taught.

Summative Assessment

Children are assessed through a combination of practise and theory. Teachers observe children's individual and group performances of short compositions, and also give the children a summative 'Quiz' at the end of each unit, providing a percentage indicator of their knowledge and understanding of the vocabulary they have learnt, as well as the key objectives from the unit.

Impact

Whole School Tracking

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads and SLT to monitor progress and attainment on a half termly and annual basis, as well as tracking between key stages.

Subject Monitoring

Progression of skills is monitored regularly through organising discussions with children to talk about what they have learnt, understood and remembered about what they have been taught.

Lessons are regularly visited to monitor the quality of teaching and learning.

Staff are encouraged to feedback at staff meetings in order to continuously improve our teaching and learning.

Impact on the Children

Our children are confident performers, composers and listeners and are able to express themselves musically.

They show an appreciation and respect for a wide range of musical styles from around the world and understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.

Children understand the ways in which music can be written down to support performing and composing activities.

They demonstrate and articulate an enthusiasm for music and are able to identify their own personal musical preferences.

Our children meet the end of key stage expectations outlined in the National Curriculum for Music.