St. Giles' C of E Primary School
Music Policy

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn
'You must love one another as I have loved you.' John 13 v 34

Purpose

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community.

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The aims of music teaching are to enable children to:

- Develop the interrelated skills of performing, composing and appreciating music.
- Know how music is made through a variety of instruments.
- Know how music is structured, including texture and timbre.
- Develop vocal skills including; breathing, transferring from speech to singing and developing tone and range.
- Know and understand how sounds are made and then organised into musical structures
- Know how music is influenced by the time, place and purpose for which it was written;
- All children in Year 3-6 have the opportunity to learn an instrument

- as part of ‘Wider Opportunities’.
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Music Scheme

St Giles’ follows the Charanga Musical School Scheme. The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school. It provides engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum.

In line with the new curriculum for music and guidance from Ofsted, this Scheme consists of an integrated, practical, exploratory and child-led approach to musical learning.

Charanga’s interrelated dimensions of music thread through the units encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Children cannot progress unless differentiation is employed throughout their learning. Differentiated activities give the children opportunity to progress at their own rate and to build on previous knowledge as they progress through the units and the Key Stages.

End of Key Stage Expectations will assess their progression along with evidence of recordings. Differentiation means teaching children differently, according to their needs, capabilities and learning styles to allow them to reach their potential. Every child should be engaged and challenged therefore teaching strategies must accommodate differing needs and abilities. Effective use of differentiation achieves pace and variety in a music lesson.

Ways differentiation happens:

- by classroom organisation and grouping. Mixed ability groupings with a combination of personalities allows for an engaging learning environment. Sometimes grouping according to ability, but aims to challenge every child.
- by working together as a way of helping pupils to self-assess, peer learn and peer support.
- by outcome as a way of usefully assessing how confidently and competently children realise the potential of the given musical building blocks.
- by questioning in order to gauge children's musical understanding, open-ended questioning and using the outcomes to guide formative assessment.

The instrumental work is differentiated allowing children to move through the relevant parts as they need to.

An integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

The musical progression through KS1 and KS2 is demonstrated in the diagram below.

Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Little Angel Gets Her Wings	*Singing and performing only*							*Singing and performing only*			*Singing and performing only*		
1	Spring 1	In the Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Rhythm In The Way We Walk and Banana Rap	C	*Singing and performing only*						*Singing and performing only*			*Singing and performing only*		
1	Summer 1	Round and Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchet, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	*Not applicable*		
1	Summer 2	Reflect, Rewind and Replay	*Revision*							*Revision*			*Revision*		
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Little Angel Gets Her Wings	*Singing and performing only*							*Singing and performing only*			*Singing and performing only*		
2	Spring 1	Glockenspiel Stage 1	Multiple songs	E,D	E,D	E,D	Minims	Crotchets	Minims and Crotchets and rests	E	E,D	E,D	E,D	E,D	E,D
2	Spring 2	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Summer 1	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 2	Reflect, Rewind and Replay	*Revision*							*Revision*			*Revision*		

Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	**Three Little Birds**	G	G	B,C	G,A,B, C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Autumn 2	**Ho Ho Ho**	G	C,E,G	B,A,G	*N/a*	Crotchets and rests	Crotchets and rests	*Not applicable*	*Not applicable*			*Not applicable*		
3	Spring 1	**Glockenspiel Stage 2**	*Multiple songs*	C,D,E,F	C,D,E,F	C,D,E,F	Semibreves and rests	Crotchets, Minims and rests	Crotchet, Minims, Semibreves and rests	C,D,E	C,D,E	C,D,E	C,D,E,F	C,D,E,F	C,D,E,F
3	Spring 2	**Benjamin Britten - There Was a Monkey**	G	G,D	G,D	D,E,G, A,B,D	Minims and rests	Crotchets and Minims and rests	Crotchet, Minims, Quavers and rests	*Not applicable*			*Not applicable*		
3	Summer 1	**Let Your Spirit Fly**	C	C,F,C	E,F,G,A,B,C	*N/a*	Semibreves and rests	Minims and rests	*Not applicable*	*Not applicable*			*Not applicable*		
3	Summer 2	**Reflect, Rewind and Replay**	*Revision*							*Revision*			*Revision*		
4	Autumn 1	**Mamma Mia**	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	**Five Gold Rings**	*Singing and performing only*							*Singing and performing only*			*Singing and performing only*		
4	Spring 1	**Glockenspiel Stage 3**	*Multiple songs*	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets, Minims and rests	Crotchets, Minims, Semibreves and rests	Crotchets, Minims, Semibreves, Quavers and rests	C,D,E	C,D,E,F	C,D,E,F	C,D,E	C,D,E,F	C,D,E,F
4	Spring 2	**Benjamin Britten - Cuckoo!**	A♭ Major	C	C,A♭	F,G,A♭, B♭,C, D♭,E♭	Quavers, Crotchets and rests	Quavers and Crotchets and rests	Crotchets, Quavers, Minims and rests	*Not applicable*			*Not applicable*		
4	Summer 1	**Lean On Me**	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets, and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 2	**Reflect, Rewind and Replay**	*Revision*							*Revision*			*Revision*		

Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	**Don't Stop Believin'**	F	F,G,A,B♭	F,G,A,B♭	D,E,F,G,A, B♭, C	Minims	Crotchets and Minims	Quaves, Crotchets, Minims, and Semibreves	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
5	Autumn 2	**Five Gold Rings**	*Singing and performing only*							*Singing and performing only*			*Singing and performing only*		
5	Spring 1	**Classroom Jazz 1**	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	*Not applicable*		
5	Spring 2	**Benjamin Britten - A Tragic Story**	*Singing and performing only*							*Singing and performing only*			*Singing and performing only*		
5	Summer 1	**Stop!**	*Singing, rapping and lyric composition*							*Singing, rapping and lyric composition*			*Singing, rapping and lyric composition*		
5	Summer 2	**Reflect, Rewind and Replay**	*Revision*							*Revision*			*Revision*		
6	Autumn 1	**Livin' on a Prayer**	G	G,A,B	D,E,F♯,G	D,E,F♯,G, A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E,F♯	G,A,B,D,E or D,E,F♯,G,A
6	Autumn 2	**Benjamin Britten - A New Year Carol**	G	G,F	F,A,F	*N/a*	Minims and rests	Crotchets, Minims and rests	*Not applicab*	*Not applicable*			*Not applicable*		
6	Spring 1	**Classroom Jazz 2**	C Major	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	C,D,E,F, G,A,B,C	Crotchets and quavers	Crotchets and quavers	Crotchets and quavers	C,D,E	C,D,E,F,G	C,D,E,F, G,A,B,C	*Not applicable*		
			C Blues	C,B♭,G	C,B♭,G,F	C,B♭G,F,C	*Not applicable*			C,B♭,G	C,B♭,G,F	C,B♭,G,F,C	*Not applicable*		
6	Spring 2	**Fresh Prince of Bel Air**	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Summer 1	**Make You Feel My Love**	C	C,D	G,A,B,C'	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
6	Summer 2	**Reflect, Rewind and Replay**	*Revision*							*Revision*			*Revision*		

Assessment

Assessment is part of the learning process. Recordings are kept for evidence to monitor the children's progress.

In this scheme there are 3 main assessment documents as well as an end of unit checklist called Expected Musical Learning in each unit.

By the end of each Key Stage, pupils are expected to know, apply and understand the skills and processes specified. Focus on musical learning, progression and appropriate differentiation. Teachers must both prepare and teach musically, making sure that music is the dominant language of learning. Track children's progression by making regular recordings whilst mirroring the School Pupil Tracker targets. Teacher's will listen to the children's musical responses and strive for quality and the next level of musical excellence.

Teaching and learning style

At St Giles' School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the children's confidence. Singing lies at the heart of good music teaching and builds a foundation for music to develop from.

Additional music teaching

Forest Arts Centre delivers a qualified music teacher who teaches group violin lessons to years 3 and 4. They also provide another teacher who teaches the Charanga Scheme to years 1 & 2 weekly.

At St Giles' we are fortunate to employ two music specialists who offer choir to all of key stage 2 as a lunch time activity. Children have the opportunity to perform in a variety of concerts at our school, the church, during school events and in the local community.

Music curriculum planning



St Giles' offers a rotational system that ensures every class receives 2 full terms of music lessons every year. These lessons are delivered by music specialists. There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into this scheme of work means that the children are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during each key stage. The medium-term plans give details of each unit of work for each term including 'Listen and Appraise', 'Musical Activities' and 'Performance' with 'Extension Activities'.

The weekly lesson plans give directive instructions directly from Chranaga. They are obtainable from the interactive Charanga Scheme.

Foundation Stage

We teach music in reception classes and nursery as an integral part of the topic work covered during the year. We relate the musical aspects of the children's work to the objectives set out in the Development Matters which underpin the curriculum planning at our school for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Sing Up

Sing Up is a quality singing provision that deepens children's understanding of music and singing, bolster curriculum learning, and develop lasting tools to express themselves with confidence. It provides all teachers access to singing in class and increases opportunities for children to enjoy singing as part of their everyday lives, in and out of school.

The contribution of music to teaching in other curriculum areas:

English
Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics
Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Information and communication technology (ICT)
ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. Children improve the presentation of their work through the use of ICT.

Personal, social and health education (PSHE) and citizenship
Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development
Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Giles School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Teaching music to children with special educational needs
At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through APD will lead to the creation of an Individual Education Plan (APD) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music.

Assessment and recording
Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and records these grades. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year. In line with our termly 'data drops' and to manage workload, video recording are made for assessment purposes.

Resources
There are sufficient resources for all music teaching units in the school via the 'Charanga Website'.

The school choir and musical events
We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which KS2 children are invited to join, performing in public on a number of occasions throughout the year, for example at the Christmas carol concert.

When we have a sufficient number of children learning a musical instrument, we organise a school music group where children can learn to enjoy playing music in an ensemble.

Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Reviewed: 12 November 26

To be reviewed: 30 November 28



Article 28 (right to education)

Article 29 (goals of education