



Newport CE Junior School

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## Music Policy

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Date Policy Written and Agreed by Governors:	Date of last review:	Date of next review:
Spring 2020	Summer 2022	Summer 2024

**'We aspire to ensure that our inclusive, welcoming and loving church school gives children and adults the opportunity to reach their full potential, so that through God's love they can make a difference to the world around them.'**

### Intent:

This curriculum is designed to develop skills and knowledge in Music. It broadens the learning opportunities and experiences of our pupils and encourages them to reach their full potential. This curriculum is highly practical, creative and inclusive. It enables children to show courage in fulfilling their aspirations.

### Implementation:

The breadth and depth of each of the four curriculum areas is mapped out to show the expected progression through the milestones (KS1, Lower KS2, Upper KS2). Lessons are planned with reference to the relevant threshold concepts and curriculum drivers. Threshold concepts will be repeated and revisited, applied to a variety of different musical situations when addressing the breadth of the curriculum, to develop greater depth of learning.

### Impact:

Assessment for learning will be used throughout the teaching of this curriculum to ensure that progress in understanding is developed from basic, advancing to deep with reference to the threshold concepts in each subject area. Opportunities for the students to apply their knowledge and understanding to performance, composition and appraising activities will be provided throughout the year and successes celebrated and shared.

## The Curriculum:

At Newport Junior School we believe that the curriculum encompasses every experience the children encounter during their time at school.

We have developed a curriculum that inclusively ensures that all pupils have access to each of the National Curriculum subject areas as well as a range of other learning opportunities in order to reach their full potential.

We aim to promote an understanding of diversity in a variety of ways including through our key values of compassion, courage and community.

The curriculum evolves and is responsive to events around us; we want children to leave us able to make a difference.

## Progression Planner:

	Year 3	Year 4	Year 5	Year 6
<b>Autumn</b>	<b>Unit Title: Read, write, hear</b> Reading & Composing (Level 1)	<b>Unit Title: Read, write, hear</b> Soundscapes & The Elements.	<b>Unit Title: Read, write, hear</b> Reading & Composing (Level 2)	<b>Unit Title: Read, write, hear</b> Working with sounds
	<b>Vocabulary:</b> compose, rhythm, pattern, notation, dynamics, four bar section, eight bar section, fluent, pitch, tempo, duration, piano, forte, crotchet, minim, semibreve, quavers	<b>Vocabulary:</b> rhythm, pattern, notation, rhythm grid, dynamics, structure, cyclic rhythm, four bar section, eight bar section, layer, texture, fluent, compose, pitch, tempo, duration, piano, pianissimo, forte, fortissimo, crescendo, crotchet, minim, semibreve, quavers	<b>Vocabulary:</b> soundscape, composition, compose, notation, rhythm grid, dynamics, tempo, structure, accents, fluent, pitch, tempo, duration, timbre, piano, pianissimo, forte, fortissimo, crescendo, diminuendo, ostinato, crotchet, minim, semibreve, quaver, semi-quaver	<b>Vocabulary:</b> melodic, rhythmic, soundscape, composition, compose, notation, rhythm grid, dynamics, tempo, structure, accents, fluent, pitch, tempo, duration, timbre, piano, pianissimo, forte, fortissimo, crescendo, diminuendo, ostinato, staccato, crotchet, minim, semibreve, quaver, semi-quaver
	<b>Key Knowledge:</b> What patterns are, understand simple notation, know how to use rhythm grids, recognise dynamics	<b>Key Knowledge:</b> To know what a soundscape is, to know what an accurate rhythm grid is, to know how to use dynamics	<b>Key Knowledge:</b> Understand some notations, know how to use dynamics effectively, understand how to use rhythm grids, notice effectiveness of rhythms created	<b>Key Knowledge:</b> To know how to compose a piece of descriptive music and include elements using DR SMITH (Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, Harmony).
	<b>Key Skills:</b> Writing simple rhythms, recognise similar patterns, to write a simple rhythm on a rhythm grid, adding basic dynamics to rhythms, write rhythms in four and eight bar sections.	<b>Key Skills:</b> Creating simple soundscapes, rhythmic and melodic compositions, writing accurate rhythm grids with dynamics and tempo, structuring music and playing rhythms fluently.	<b>Key Skills:</b> Expanding rhythms from a simple stimulus, adding interesting additions to given patterns, writing rhythm on rhythm grid with dynamics and correct structure, writing cyclic, fluent rhythms in four and eight bar sections to layer in interesting textures.	<b>Key Skills:</b> Following a brief to make interesting and appropriate creative decisions when creating simple soundscapes, rhythmic and melodic compositions, write accurate notation and rhythm grids with dynamics, tempo for one instrument, structuring music correctly and playing fluently.
<b>Spring</b>	<b>Unit Title: Class Choir (1)</b>	<b>Unit Title: Class Choir (2)</b>	<b>Unit Title: British Choral Tradition (1)</b>	<b>Unit Title: British Choral Tradition (2)</b>
	<b>Vocabulary:</b> breathing, listen, perform, style, beat, emotions, conductor	<b>Vocabulary:</b> breathing, listen, perform, style, beat, emotions, conductor, ensemble, solo, volume, blend, intention	<b>Vocabulary:</b> Breathe, voice, solo, ensemble, accompaniment, listen, volume, conductor, melody, lyrics, intention, expression, body language	<b>Vocabulary:</b> Breathe, voice, solo, ensemble, accompaniment, listen, volume, conductor, melody, lyrics, intention, expression, body language, forward placement, harmony, vocal music, phrasing, articulation, duet, trio.
	<b>Key Knowledge:</b> why breathing is important in singing, what the emotions of the music are, what the dynamics mean.	<b>Key Knowledge:</b> How to breathe properly when singing, what the shape of the music is and how to show this, what the gestures of the conductor	<b>Key Knowledge:</b> why the audience are important, how to change voice, what the emotions of a song are, what the story behind a song is, how to vary expression and	<b>Key Knowledge:</b> what forward placement means, why the audience are important, how to change voice, how to discuss and notice the emotions and

		mean and what the dynamics mean.	body language, what the conductor means.	stories behind a song, different methods of changing body language and expression, conductor gesticulations.
	<b>Key Skills:</b> breathing appropriately whilst singing, listening to others singing in ensemble, singing with the right emotions, following conductor and accompaniment, singing with correct dynamics.	<b>Key Skills:</b> singing with good breathing technique, listening to others singing in ensemble and blend voices, singing according to the shape of the music and changing intention whilst singing, following conductor and accompaniment, singing at right pitch, tempo and with correct dynamics.	<b>Key Skills:</b> singing with audience considered, changing voice to suit music and emotions of song, understanding stories and meaning behind lyrics, using expression and body language whilst singing, following music and the conductor.	<b>Key Skills:</b> singing with a forward placement, singing in harmony, changing voice to suit different styles of music, understanding stories and meaning behind lyrics, performing with correct intention using appropriate expression and body language, following music and conductor, observing phrasing and articulation.
Summer	<b>Unit Title: World Music (Reggae &amp; The UK).</b>	<b>Unit Title: Descriptive music (The Planet's Suite)</b>	<b>Unit Title: World Music (Latin)</b>	<b>Unit Title: Music Through Time</b>
	<b>Vocabulary:</b> back beat, Jamaica, Reggae, Steel drums, composer, perform, listen, review, evaluate, genre, instrument, orchestra, percussion, woodwind, brass, strings.	<b>Vocabulary:</b> composer, improvise, accompaniment, listen, genre, style, tradition, volume, capability, timbre, technique.	<b>Vocabulary:</b> guiro, claves, maracas, castanets, syncopation, layering, woodwind, brass, strings, percussion, instruments, composer, listen, genre, style, tuned instrument, untuned instrument, conductor, melody, capability.	<b>Vocabulary:</b> renaissance, baroque, classical, romantic, 20 <sup>th</sup> century, venue, phrasing, instrument, capabilities, intention, stylistic features, composer, genre, language, composition, improvise, accompaniment, style.
	<b>Key Knowledge:</b> To recognise the differences between Reggae instruments and UK pop instruments.	<b>Key Knowledge:</b> different genres of music, types of instruments heard in music, names of composers, names of musical works.	<b>Key Knowledge:</b> names of different instruments in families, why music is used, names of music styles around world, names of composers.	<b>Key Knowledge:</b> reasons why music is written and used, stylistic features of music eras, musical language.
	<b>Key Skills:</b> Changing the timbre with a percussion instrument, identifying different instruments in a piece of music, naming some instruments from each family, naming some composers, using words to describe music.	<b>Key Skills:</b> Recognising phrases as musical sentences, identifying different genres of Western music, explaining use of instruments in descriptive music, naming composers of music studied, comment on links with other styles of music or composers' works, using words to describe texture, melody and instrumentation.	<b>Key Skills:</b> Making a sound out of instruments of different families, applying the capabilities of one instrument in more detail, understanding the intention of a piece of music, explain stylistic features of music throughout time and across the world, naming great composers for each genre.	<b>Key Skills:</b> Understanding the intention of a piece of music, recognising stylistic features of music throughout time and across the world, understanding and aurally identify features of the elements of music, answering listening questions, engaging in class discussions confidently about these elements in pieces of music, using musical language to talk about music.

### Statement on developing skills in music:

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.

### Special Educational Needs, Disabilities and Inclusion.

At Newport Junior School we believe in a broad and balanced curriculum that allows all children, no matter of ability or need, to access an innovative and imaginative music curriculum and allow the children to meet their full potential. We do this by setting suitably challenging learning tasks, identifying teaching styles and making adaptations to the curriculum which allows the children to fully participate in all activities regardless of need.

Where children are to participate in activities outside of the classroom, we carry out a risk assessment prior to the activity, to

ensure that the activity is safe and appropriate for all pupils. This is in line with the Equalities Act and school policy.

Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation. We aim to set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning for individuals and groups of pupils. Every member of staff shares the responsibility to remove barriers to learning for all pupils, including those with a disability. As a result, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils.

### Assessment:

Teachers use on-going teacher assessment to help inform their planning. Teachers use observations, reviewing workbook activities, peer and self-assessment and interactions within lessons with children to inform next steps in learning.

The children are involved in the assessment of their own work, using success criteria where they evaluate their progress against the learning outcome. They can identify gaps and next steps for learning. Teachers use end of year standards to make their on-going teacher assessment judgments.

### Monitoring:

Over the course of an academic year, middle leaders will monitor in line with the school Monitoring Policy, including pupil voice, workbook looks, lesson observations and analysis of data.

The SLT and Music Lead will use this feedback to further develop music within the school through the School Development Plan.

### Resources:

Music resources (instruments, drums, CDs, books) are all stored in the music cupboard in the school hall. All staff have access to the resources and can use freely for music lessons. Newport Junior School have a successful partnership with TACT for planning and musical experiences. They provide good quality workshops once a term for the children in each year group. Rocksteady, offer lessons at a cost to parents where the children can form a band and perform. Resources are to be monitored annually by the music subject lead. New resources may be sourced through permission of the Headteacher/ Deputy Headteacher.

### Health and Safety:

The school is committed to ensuring that all pupils are safe within the school environment. Please refer to the school's policy for Health and Safety for further information.

### Roles and Responsibilities:

#### Head Teacher and Governing Body

- support the use of appropriate teaching strategies by allocating resources effectively;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching.

#### Music Subject Lead

- ensures the effective implementation of the National Curriculum for Music by giving planning and lesson resources to all class teachers termly;



- completes a subject action plan which addresses key areas for development based on analysis of data and key messages from monitoring.
- supports colleagues in the teaching of music and identifying any training needs;
- maintains the availability of resources;
- maintains an overview of current trends and developments within the subject;
- ensures, together with the SLT, a rigorous and effective programme of monitoring and evaluation including planning reviews; lesson observations, learning walks, pupil voice interviews and workbook looks;
- gives feedback following monitoring and evaluation to individuals and teams as necessary to ensure teaching and learning improves/develops;

### Class Teachers

- ensure the effective implementation of the National Curriculum for music;
- follow this agreed policy and related policies.
- teach high quality music lessons.
- demonstrate an enjoyment of music.

### Cultural Capital and SMSC

We provide Cultural Capital for our children through our History curriculum in these ways:

- through learning about key figures in musical history and development; composers, songwriters and musicians
- through developing an appreciation for music in all its forms and styles
- through enjoyment of music via concerts and performances

### Parent Partnership:

Parents and carers are vital in supporting their child's enjoyment and engagement in music lessons at school. We give parents details of the term's music curriculum coverage and encourage them to talk with their child about their learning. Parental support is crucial also with additional music activities. It is a partnership where we encourage parents to fully engage in the extra curricular music activities that we offer at Newport Junior School. Parents are informed via email and the school website and newsletter about upcoming events, such as Young Voices, Rocksteady music lessons or singing in the community. Children's progress in music is reported at Parents' Evening meetings in the autumn and spring terms and in their end-of-year report at the end of the summer term.

E. Jones

Summer 2022