

Vision Statement

At King David Primary school we believe that music is a unique and powerful form of communication. We will provide opportunities for every child to be a musician through high quality music education. We will give children a life long love of music by engaging them with a broad musical repertoire. Our aim is to inspire children musically, by Igniting their creativity and imagination. We also strive to develop self confidence, self expression and personal achievement by valuing every child's musical contributions. Through our music curriculum the children will also develop important life skills such as resilience and determination.

Intent

Aims

- To provide a variety of enjoyable musical activities throughout the school.
- Give children the opportunity to listen to and perform a breath of musical styles from a range of cultural traditions and historical periods.
- To ensure progression and continuity in music throughout the school.
- Opportunities for children to develop their talents in all aspects of music including composition, singing and appreciation.
- Equip our children musically for the next steps in their education.

Objectives

- To give children opportunities to sing a wide range of songs, develop their musical vocabulary, perform using musical instruments compose and record their own music.
- To listen to, express their opinions and discuss critically a range of different music, including from different geographical locations and historical periods.
- Compose their own music and record through pictures, symbols, staff notation and music technology.
- Value children's spontaneous music making and improvisation skills.
- Develop an understanding of the elements of music and the inter related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.
- Increase musical vocabulary and know how to apply this terminology in their music making.

Implementation

Organisation

Music is taught for two half terms per year across Key Stage 1 and 2. In Key Stage 2 Rochdale Music Service deliver a term of lessons on Ukulele for Years 3 and 4 and on brass for Year 6. In Foundation Stage music is taught on a weekly basis. Music is enriched by opportunities to learn a range of instrument in Key Stage 2. There are also, extra curricular opportunities through a Key Stage 2 choir and a Key Stage 1 recorder club.

Curriculum

Music will be planned using the Model Music Curriculum, Development Matters, Musical Development Matters. We will also be using the Jolly Music Stage 1 in Key Stage 1 and Music Express in the Foundation Stage..

EYFS

Music is taught as part of our topic based approach, children will have the opportunity to perform using singing, tuned and un tuned percussion instruments. They will listen to, respond and move to a variety of music. The children will compose their own music and record their ideas through mark making and pictures.

In Nursery, Music forms an important part of our phonics sessions, learning about communication and language and expressive arts and design.

In Reception music is covered in the Early Learning Goals:

- Sing a range of well known nursery rhymes and other songs.
- Perform songs, rhymes, poems and stories with others, and-when appropriate-try and move in time with music.

KS1

In Key Stage 1 children will continue to develop their 'singing voice' by accurately singing simple songs at the correct pitch, both in unison and during call and response songs. They will show a growing awareness of beat: responding through movement, body percussion and by using instruments. The children will be able to copy simple rhythms accurately and begin to understand that rhythm can be recorded through stick notation. They will use the Kodaly approach to name rhythms and pitch. The children will listen to, respond to and discuss key pieces of music using musical vocabulary such as forte and piano. Dot notation will be introduced as a method to record different pitches in music, which the children will use as a tool to perform and compose. Chrome Music Lab will be used for children to record their compositions in addition to creating sound stories and word chants with stick notation.

KS2

Throughout Key Stage 2 the children will continue to develop their singing skills. They will increasingly develop their pitch range and breadth of song styles. For example, a variety of rounds, partner songs and songs with a verse and a chorus will be introduced. They will show an awareness of dynamics and tempo in their singing and will respond to musical directions. The children will use an increasing range of musical vocabulary in each of the elements of music. They will listen to and respond to a variety of key pieces of music using this musical vocabulary correctly. They will have an opportunity to learn a musical instrument to develop their performance and composition skills. In Year 3 the children will be learning to play the ocarina, in Years 4 and 5 they will be playing the Ukulele and in Year 6 they will be introduced to a brass instrument. Throughout Key Stage 2 the children will be shown a variety of ways that their compositions can be recorded. These will include, stick notation, staff notation, graphic scores and using music technology. They will also develop their spontaneous music making skills be engaging in improvisation activities. Their knowledge of tonality will be developed through listening to, performing and composing in major, minor and pentatonic scales. The children will be introduced to music in different forms such as the ternary form. In Key Stage 2 the children will have the opportunity to learn a range of instruments through individual or small group sessions in addition to the whole class music sessions. These lessons will be provided by peripatetic tutors from Rochdale Music Service, One Education and King David High School.

Inclusion and Adaptive Teaching

Highlight pupil premium children who are interested in instrumental tuition.

Adapted instruments will be made available if required.

Signing versions of songs should be used alongside words for pupils that communicate in this way.

Music can often be a therapeutic experience for children with SEMH needs and this should be recognised throughout the school.

Children with sensory needs should have access to ear defenders during music making activities if required.

All children's attempts at music making should be valued. Music is an unique form of communication and should be appreciated for its individual creativity.

During listening and appraising activities all children's responses should be equally respected.

Provide access to a diverse range of songs and listen to music from a range of cultures and parts of the world.

Musical visits and visitors should reflect the diverse community that we live in.

Spiritual, Moral, Social and Cultural Development

As part of music children will have access to live music with visiting musicians, trips and musical events. The children will access music from a variety of world cultures as part of their curriculum. This encourages positive attitudes towards other beliefs and societies. Jewish Studies at King David has a rich singing tradition, which children participate in through assemblies and Jewish festivals. During listening and appraising musical activities, children are encouraged to reflect about how the music affects their emotions and mood. Music is a social activity and children are encouraged to participate in group music making through the Key Stage 2 choir or the Key Stage 1 recorder group. They are also, encouraged to listen to each other during class performances and show respect for the opinions and musical contributions of others.

Impact

Progression and Continuity

Progression in reading music and using different methods to record music. These to include: graphic, dot, stick and staff notation.

Increase the breath and understanding of musical vocabulary which is reflected in the quality of children's performances, composition and appraising skills when listening to music.

Listen to a wide variety of different styles of music and become increasingly aware of their features, including structure, tonality, instrumentation, timbre and time signature.

Have access to un tuned and then to tuned instruments across the instrumental families.

Perform in different music making groups and have opportunities to perform both within school and out of school. From Key Stage assemblies in Key Stage 1 to Young Voices and joint projects with the High School in Years 5 and 6.

A clear progression of singing skills throughout the year groups. Including an increasing range of pitches and types of songs performed: unison, call and response, rounds in two and three parts, and chorus and verse. A wider variety of song styles including: songs from around the world, popular, folk songs and songs from different time periods.

Progress and Achievement

By the end of the Foundation Stage children should be able to respond to a range of topic related music through mark making, movement and discussion. They should be able to sing simple songs, both in a group and individually showing an awareness of the melodic shape. The children should be using some musical vocabulary to talk about music. They should be able to use both un tuned and tuned percussion instruments to explore rhythm, pulse and pitch. The children should be able to explore sounds to compose their own music.

By the end of Year 2 children should be able to discuss the music they have listened to using a range of correct musical vocabulary to talk about the different elements of music. They should also be able to respond to music through movement. They should be able to understand that rhythms can be recorded by using stick notation and be able to read and write some stick notation accurately. Stick notation should be used to perform rhythms and to correspond with words. The children should be able to understand that pitch can be recorded and to be able read and write simple dot notation patterns. They should be singing accurately a larger range of pitches, showing some awareness of tempo and dynamics. The songs should be largely in a unison and call and response styles. They should have experience of using un tuned and tuned percussion instruments which can be played accurately in large, small groups and individually. The instruments should be used for different purposes such as to accompany singing, to provide sound effects for a story, to keep a steady pulse or play a rhythm.

By the end of Year 6 the children should have listened to a variety of music from a range of cultures, styles and historical time periods. The children should use a wide range of musical vocabulary in each of the elements of music. They should have awareness of tonality and different scales including major, minor and pentatonic. The children should be aware of simple musical structure such as ternary form. This knowledge should be used to discuss music and in their own compositions. Each Year Group in Key Stage 2 will be focusing on learning a specified musical instrument. By the end of this term the children should be able to read and write music using some staff notation which will increase throughout Key Stage 2. They should be using these skills accurately in performance and composition. By the end of Year 6 children should be confident to improvise using an instrument. By the end of Year 6 children should also understand that music can also be recorded using technology and using graphic symbols. They should have performed for an audience and taken part in musical trips and workshops. They should be singing a wide range of pitches accurately showing an awareness of tempo and dynamics. There should be a wide range of different styles of song taught including rounds, folk songs, songs in different languages and verse and chorus.

Assessment and Recording

Children's composition skills should be assessed through their work- either through graphic scores, stick, staff notation or recorded using music technology.

Children's performance skills can be recorded to aid assessment.

Listening and appraising music should be assessed by asking children to respond through discussion, pictures or through writing.

Monitoring

I will be monitoring the teaching and learning of music by asking for examples of the children's compositions either graphic, stick, dot or staff notation. I will also be asking for videos of the children performing their own compositions, learning the chosen instrument across Key Stage 2 and samples of the children's singing. I will be doing learning walks and classroom observations during which I will be speaking to the children. I will be maintaining close contact with music tutors from Rochdale Music Service, the High School and One Education.

Role of the Subject Leader

Roles & Responsibilities

- Keep up to date with innovations in music education.
- Have regular meetings with the High School Music teacher.
- Be a point of contact for all of the peripatetic instrumental tutors.
- Monitor and update resources- including instruments, song books etc.
- Provide music training and opportunities for staff to develop their musical knowledge.
- Continue to increase the number of children

Resources

Resources on the Google Classroom.

Music room:

Piano

Keyboard

Un tuned and tuned percussion instruments.

Class boomwhacker set.

Class set of ocarinas.

Class set of recorders.

Class set of ukuleles (on loan from Rochdale Music Service)

Policy Author: Kath Taylor

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