



MUSIC POLICY

INTENT

At Wickersley Partnership Trust we aim to ensure our music curriculum is designed to sequence learning, through the progression of skills and knowledge, and embed the key skills that are required to develop their interest in Composing, Performing, Listening and Appraising.

The curriculum is designed to 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. It develops an awareness of different genres and cultures and enables students to work independently or as part of a group. Musical knowledge, understanding and skills provide the frameworks and approaches that explain how music has developed over time. We aim to ensure that pupils develop a competence in reading musical notation and using this whilst developing a competence with key instruments. Each phase focuses on a particular instrument and students have the opportunity to progress to the next level of musical excellence.

Students have the opportunity to explore music performance and composition through the use of music technology.

HOW WE INTEND TO REMOVE BARRIERS

In music we ensure there is a safe and supportive learning environment for pupils to create, explore and perform. Each lesson is differentiated to enable all students to access the music curriculum which allows them to develop their musical abilities. We support children who are less confident and encourage them to flourish.

LITERACY

Through the music curriculum students are given the opportunity to make connections between print and spoken words. Students experiment with rhythm, words, tempo, and melody to support skills in reading aloud.

NUMERACY

Throughout each year of the curriculum notation is used for composing and performing which become more complex over time. This covers patterns, rhythmic values which are measured in fractions in relation to a time signature indicating note values and measures of time. Music technology lessons cover the science of sound which involves the frequency of vibrations (Hz) per second.

ORACY

From FS1 to KS4 students are given many opportunities and are encouraged to talk about their learning and opinions. Students regularly give verbal feedback when appraising music or evaluating a performance using the inter-related dimensions of music.

VOCABULARY

Students are introduced to a wide range of musical vocabulary linked to the inter-related dimensions of music. Students develop a sufficient understanding of the key vocabulary and have regular opportunities to reinforce their understanding when discussing and appreciating a range of outstanding musical pieces throughout history or interpreting written music.

HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their musical skills in each lesson and each scheme of work covers performing, composing and listening and appraising skills. These skills are revisited regularly through a variety of experiences and learning opportunities such as the reading of notation, exploring sounds, performing both alone and with others, music theory and a wide range of music styles and genres.

The development of skills are sequential and challenging and helps students move to the next stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

HOW WE FOSTER PERSONAL ATTRIBUTES

Through the enjoyable act of making music, we foster important social and emotional skills, such as self-regulation, self-confidence, leadership skills, social skills, socio-emotional intelligence and the curriculum demands independence, resilience and responsibility.

Within the curriculum, music exposes students to music and language from around the world and other cultures.

HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

We are committed to ensuring students understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We aim to widen children's experiences beyond that which they may gain at home.

As part of our cultural capital experiences students are given the opportunity to perform in the wider community.

STRAND		EYFS	YEAR 1	YEAR 2		YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KNOWLEDGE	Performing	Use of voice expressively and creatively	I know how to sing echo songs and perform movements to a steady beat. I know how to explore singing at different speeds and pitch to create moods and feelings. I know how to use my voice to create loud and soft sounds.	I know how to explore the use of the voice in different ways such as speaking, singing and chanting. I understand how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. I know how to sing with expression, confidence and creativity to an audience	I know how to sing with a sense of the shape of a melody. I know how to perform songs using creativity and expression and create dramatic effect. I know how to represent sounds with symbols. I know how to improvise in making sounds with the voice.	Play and Perform	I know how to Sing in tune. I know how to perform simple melodic and rhythmic parts. I know how to improvise repeated patterns. I know how to start to show control in voice. I know how to perform with confidence.	I know how to sing in tune with awareness of others. I know how to perform simple melodic and rhythmic parts with awareness of others. I know how to improvise repeated patterns growing in sophistication. I know how to maintain a simple part within a group. I know how to play notes on instruments with care so they sound clear. I know how to perform with control and awareness of what others in the group are singing or playing.	I know how to perform songs with an understanding of the relationship between lyrics and melody. I know how to perform by ear and from notations, I know how to maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect. I know how to perform songs in a way that reflects their meaning and the occasion. I know how to play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I know how to play a sequence of notes on instruments with care so they sound clear.	I know how to perform significant parts from memory and from notations with awareness of my own contribution. I know how to refine and improve my own work. I know how to sing or play from memory with confidence, expressively and in tune. I know how to perform alone and in a group, displaying a variety of techniques. I know how to lead a group.
		Play tuned and untuned instruments	I know how to play instruments to a steady beat. I understand how to hold and play an instrument with care. I know how to explore the different sounds instruments make and choose an instrument to create a specific sound.	I know how to play instruments showing an awareness of others. I know how to play simple beats and rhythms. I know how to play sounds linking with symbols. I understand how to play an instrument with care and attention	I know how to perform simple patterns and accompaniments keeping to a steady pulse. I understand and know how to explore how sounds can be organised and how to respond to starting points that have been given. I know how to control playing a musical instrument so that they sound, as they should.		Musical Notation	I know how to recognise simple notation.	I know how to interpret /use simple notation	I know how to read the musical staff and can work out the notes
	Composing	Experiment with, create, select and combine sounds	I know how to choose different instruments, including the voice, to create sound effects in play. I know how to use a variety of ways to create sound with different materials. I know how to perform songs and music together with body movements to a steady beat.	I know how to create a sequence of long and short sounds, including clapping longer rhythms. I know how to create sounds that are very different (loud and quiet, high and low etc.). I know how to explore my own ideas and change as desired. I know how to use symbols to record long and short sounds.	I know how to choose carefully and order sounds in a beginning, middle and end. I know how to use sounds to achieve an effect. (including use of ICT) I know how to create short musical patterns.	Improvise and Compose		I know how to compose music that combines musical elements. I know how to carefully choose sounds to achieve an effect. I know how to create short musical patterns with long and short sequences and rhythmic phrases.	I know how to compose music that combines several layers of sound. I know how to use sound to create abstract effects. I know how to create repeated patterns with a range of instruments. I know how to carefully choose order, combine and control sounds with awareness of their combined effect.	I know how to use the venue and sense of occasion to create performances that are well appreciated by the audience. I know how to compose by developing ideas within musical structures. I know how to improvise melodic and rhythmic phases as part of a group performance.
					Musical Notation		I know how to use symbol notation when composing work.	I know how to use notation when composing work.	I know how to use Staff and musical notation when composing work.	I know how to use Staff and musical notation when composing work.
	Listening and Appraising	Listen with Concentration	I know how to express feelings in music by responding to different moods in a musical score. I know how to listen to music and respond by using hand and whole body movements. I know how to listen to different sounds (animal noise, water etc.) and respond with voice and movement.	I know how to choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). I know how to reflect on music and say how it makes people feel, act and move. I know how to identify and appreciate a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc		I know how music can be used to create different moods and effects and to communicate ideas. I know how to listen and make improvements to my own composition. I know how to respond to different composers and discuss different genres of music.	Listen with Attention and Recall Sounds	I know how to notice and explore the way sounds can be combined and used expressively.	I know how to notice, analyse and explore the way sounds can be combined and used expressively.	I know how to listen and explore the relationship between sounds. I know how to listen and explore how music reflects different intentions. I know how to comment on musicians use of technique to create effect
					Appreciate and understand a wide range of music	I know how to describe the different purposes of music throughout history and in other cultures.		I understand that the sense of occasion affects the performance.	I know how to analyse musical features choosing appropriate musical vocabulary. I know how to evaluate how musical elements and styles can be used together to compose music	I know how to analyse and compare musical features choosing appropriate musical vocabulary. I know how to evaluate how musical elements, features and styles can be used together to compose music

	STRAND	EYFS	YEAR 1	YEAR 2		YEAR 3	YEAR 4	YEAR 5	YEAR 6	
KNOWLEDGE	Listening and Appraising				History of music	I know how to describe the different purposes of music throughout history and in other cultures. I know how to listen to different types of composers and musicians and discuss different genres of music.	I know how to sort composers / musicians in to different genres and instruments in to different types I know how to listen to different types of composers and musicians and discuss different genres of music	I understand the different cultural meanings and purposes of music, including contemporary culture. I know how to listen to different types of composers and musicians and discuss different genres of music.	I know how music reflects time, place and culture. I know how to express opinions on the different cultural meanings and purposes of music, including contemporary culture. I know how to listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions.	
	Performing	Use of voice expressively and creatively	I can sing a variety of songs I can recall a variety of songs and dances. I can make up my own movement in response to music. I can improve my performance through repetition. I can follow a lead	I can sing in tune through songs and pitch matching. I can perform to my class peers. I can improve my performance by practising. I can make up my own movement in response to different tempos. I can take a lead in a group performance.	I can sing in tune through songs and pitch matching. I can perform to my class peers. I can improve my performance by practising. I can make up my own movement in response to different tempos. I can take a lead in a group performance.	Play and Perform	I can sing expressively (musical elements) dynamics. I can take part in 2 part songs. I can perform to school peers using vocal and/or physical expression. I can perform simple rhythmic and melodic patterns on an instrument. I can lead a group in performance. (small) I can improve my performance by practising based on feedback.	I can sing expressively (musical elements) dynamics. I can take part in 2 part songs. I can perform to school peers using vocal and/or physical expression. I can perform simple rhythmic and melodic patterns on an instrument. I can lead a group in performance. (small) I can improve my performance by practising based on feedback.	I can sing expressively (emotion). I can take part in 3 part songs. I can perform to a wider audience using vocal and/or physical expression. I can perform more complex rhythmic and melodic patterns on an instrument. I can lead a group in performance. (large) I can develop my performance through practice and feedback.	I can sing expressively (emotion). I can take part in 3 part songs. I can perform to a wider audience using vocal and/or physical expression. I can perform more complex rhythmic and melodic patterns on an instrument. I can lead a group in performance. (large) I can develop my performance through practice and feedback.
		Play tuned and untuned instruments	I can perform sounds. I can tap out simple repeated rhythms.	I can make and change sound on an instrument using long or short sounds, understanding their differences.	I can make and change sound on an instrument using long or short sounds, understanding their differences.	Musical Notation	I can perform from a graphic score/memory.	I can perform from a graphic score/memory.	I can perform from notation and/or memory.	I can perform from notation and/or memory.
	Composing	Experiment with, create, select and combine sounds	I can explore different sounds. I can make my own music using different instruments	I can make patterns with sounds - using musical elements. I can use symbols to record long and short sounds. I can make sounds that reflect a topic. I can use my body and voice to make sounds - using musical elements. I can reflect on improving my work.	I can make patterns with sounds - using musical elements. I can use symbols to record long and short sounds. I can make sounds that reflect a topic. I can use my body and voice to make sounds - using musical elements. I can reflect on improving my work.	Improvise and Compose	I can follow a repeated pattern (ostinato) I can compose on 3 note patterns on pentatonic scale. (tuned perc) I can compose a soundscape. I can reflect on and improve my own work using basic terms.	I can make patterns with sounds - using musical elements. I can follow a repeated pattern (ostinato) I can compose on 3 note patterns on pentatonic scale. (tuned perc) I can compose a soundscape. I can reflect on and improve my own work using basic terms	I can compose a repeated pattern. I can compose melodic and rhythmic phrases. (c scale) I can layer sounds to create effects. I can reflect on my compositions using some specific terminology.	I can compose melodic phrases I can reflect on my compositions using some specific terminology. I can compose a repeated pattern. I can compose melodic and rhythmic phrases. (c scale) I can layer sounds to create effects. I can reflect on my compositions using some specific terminology.
					Musical Notation	I can recognise simple notation.	I can recognise simple notation.	I can interpret /use notation	I can interpret /use notation	
SKILLS	Listening and Appraising	Listen with concentration	I can feel the beat and join in. I can talk about what I like and dislike. I can identify simple instrumentation	I can identify a change in beat. I can identify the simple elements of music as before. PLUS: texture, rhythm, duration, style, mood	I can identify a change in beat. I can identify the simple elements of music as before. PLUS: texture, rhythm, duration, style, mood	Listen with attention and recall sounds	I can understand the elements of music as before in KS1 plus - tonality. I can describe how music is used in our daily lives I can explain why I like or do not like certain music I I can use simple music terminology in explaining music. I can identify the sounds of a variety of instruments	I can understand the elements of music as before in KS1 plus - tonality. I can explain why I like or do not like certain music. I can use simple music terminology in explaining music I can identify the sounds of a variety of instruments	I can compare the similarities and differences between music as before in LKS2 plus - purpose. I can classify classroom, orchestra and world instruments	I can identify the elements of music in different pieces of music and compare similarities and differences. I can identify the purpose of the music. I can reflect on my compositions using some specific terminology. I can identify the purpose of the music. I can classify classroom, orchestra and world instruments.
						Appreciate and understand a wide range of music	I can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary	I can recognise and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	I can classify classroom, orchestra and world instruments. I can recognise and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time	I can identify the purpose of the music. I can classify classroom, orchestra and world instruments. I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
						History of music	I can identify music from different periods in history.	I can compare music from different periods in history.	I can recognize important composers from each time period. I can describe the role that music and musicians had in each time period.	I can describe the role that music and musicians had in each time period. I can describe different purposes of music in history/ other cultures.