

Music Policy

Putnoe Primary School

1 Aims and objectives

1.1 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 children. 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 extends everyday experiences and forges important links between home, school and the outside world. We provide opportunities for all children to create, play, listen to, 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.

1.2 The aims of music teaching, as stated in the National Curriculum and The National Plan For Music Education (NPME), are to enable children to:

- 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 inter-related dimensions of music.
- 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.

2 Teaching and learning style

2.1 At Putnoe Primary 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 up the confidence of all children.

2.2 Singing lies at the heart of good music teaching, our teaching focuses on developing the children's ability to sing with confidence and with other people.

2.3 We teach children to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

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2.4 Children are encouraged to create their own musical ideas, improvising and composing regularly in lessons. Children compose in groups and individually using both live instruments and Garage Band to compose.

2.5 Pupils learn a range of basic instrumental skills (as stated in NPME), focusing on one each year. All children are encouraged to perform in and out of school, this is often the culmination of a module of work.

2.6 We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- addressing individual children in the room and setting different tasks where necessary;
- providing resources of different complexity depending on the ability of the child;
- providing work that stretches all learners.

3 Additional music teaching, the music hub and visiting staff

“Great music education is a partnership between classroom teachers, specialist teachers, professional performers and a host of other organisations...” (*The importance of music: a national plan for music education NPME, 2011*)

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers organised by Bedfordshire Music Co-operative. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments. Currently we have pupils taking lessons in violin, viola, keyboard, flute, clarinet, saxophone, cornet, drum kit and guitar. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn.

3.2 Pupils who make significant progress in music may receive subsidised instrumental lessons which the school facilities. These pupils are chosen in consultation with class teachers, visiting music teachers, school family worker, SEN leader, Pupil Premium leader, music subject leader and Head Teacher.

3.3 Whole class instrumental teaching is a key feature of Music lessons and all pupils in Key Stage 2 learn to play the recorder, ukulele, keyboard and an orchestral instrument in their school life at Putnoe Primary School. To facilitate the orchestral instruments the Music Subject Leader teaches alongside Music For Bedford Borough staff to enable delivery of Whole Class Instrumental Lessons in Year 4. We “promote next steps in musical progression to pupils and their parents/carers” (NPME) pupils are encouraged to continue, with instrumental lessons and Saturday Morning Music sessions offered as well as school subsidised continuation groups.

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4 Music curriculum planning

4.1 Our school uses our own schemes of work, some of which, mainly in KS1, run alongside Charanga in KS1. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the schemes of work means that the children are increasingly challenged as they move through the school. The schemes of work serve as a base, to aid and enhance our teaching, but are not intended to be rigidly adhered to. Teachers should make professional judgements about when to adapt, miss out or add additional materials where this would benefit learning.

4.2 The school also has a large variety of tuned and untuned instruments which are incorporated into music lessons.

4.3 Technology is utilised in lessons to record pupils, provide listening opportunities, enable children to compose using loops, midi and audio as well as develop assessment skills when using video evidence.

4.4 Curriculum planning is organised into three phases (long-term, medium-term and short-term). The long-term plan maps the music studied in each term in each year group. Sometimes the children study music topics in conjunction with other curriculum subjects which may culminate in productions (harvest, Easter and nativity), DT, dance and ICT units.

4.5 The medium-term plans complement the coverage of the national curriculum objectives (Appendix 1) and give details of each unit of work for each term and assessment focus.

4.6 The music subject leader is responsible for planning the content of the music curriculum in the long and medium term. It is the responsibility of KS1 class teachers to write detailed short term planning in conjunction with the schemes available in school.

4.7 The four R's are fundamental to teaching and learning in music, for example; resilience - practising skills, reflectiveness - self assessment, resourcefulness - composing using limited pitches, reciprocity - working with one another to create an ensemble. Music makes reference to these skills in planning and delivery of lessons.

4.8 Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

4.9 Growth Mindset is incorporated in music lessons, with pupils being encouraged by staff and peers. References are made to musicians and cultural figures who overcame adversity or had knockbacks. Lyrics which are growth mindset in nature are displayed in the classroom and the pupils have created lyrics to Cher's *Believe* to create a growth mindset song.

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4.10 Bloom's Taxonomy is used in all music lessons to promote higher forms of thinking. 'Create' (Bloom's most challenging level of thinking) supports a high form of mental activity. In music it supports pupils to take their learning and skills and use it to make something new. We believe the music curriculum is much richer, and questioning much more challenging, when we teach with these kinds of learning.

4.11 Music implements a mastery curriculum by incorporating teachers strengths into subject planning, reflecting on planning, having the underlying belief in pupils as musicians, demonstrating high expectations and assessment led teaching.

5 Foundation Stage

5.1 Music is timetabled in our reception classes and is planned by the Music Subject Leader alongside the Foundation Lead. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the EYFS which underpin the curriculum planning for children aged three to five. For example 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.

5.2 The support staff in Reception are musical, teaching in reception utilises their skills, with regular guitar playing, singing and keyboard skills demonstrated to the children.

5.3 Pupils take part in the Nativity production each December, learning several songs and lines to perform onstage as a class to parents and the whole school.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting 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 when working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Maths

Music contributes to the teaching of mathematics through observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

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6.3 Information and communication technology (ICT)

ICT is used in music where appropriate. Children can use computer programmes to compose music. They listen to music on the Internet and they also record their own compositions. Performances in class are often videoed to aid teacher assessment and for peer and self-assessment, thus allowing pupils to evaluate and improve their work. Pupils use Microsoft and Apple Mac software, including Audacity and Garageband.

6.4 Science and D&T

Children experiment with different sounds and making musical instruments. Pupils in Year 1 receive a concert and talk from older pupils on sound production for D&T. They develop an understanding of pitch and how different pitches are created. Scientific vocabulary is reinforced during singing sessions.

6.5 Art

Graphic scores e.g. pattern pictures to illustrate sound effects. We explore the link between music and art by listening to music and interpreting the feelings evoked by translating those feelings into pictures. We also compose to existing pieces of art to create soundscapes. Pupils often have music on when completing their art pieces, to help focus them and keep a calm learning environment. Music is always provided as a link, lyrical inspiration or focus on our school displays.

6.6 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 children's personal development. 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.

6.7 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 Putnoe Primary School have the opportunity to encounter music from many cultures (this is reflected in the whole school curriculum plan) and, through their growing knowledge and understanding of music; they develop more positive attitudes towards other cultures and societies. Pupils contribute to their own Cultural Maps using musical experiences they have participated in on trips, at performances, watching concerts and taking part in workshops facilitated by the school.

6.8 Global Learning

Pupils look at cultural history and traditions, seeing how life in different areas of the world, with different experiences influences music and culture.

6.9 Well-being and Mindfulness

Pupils regularly listen to music as part of mindfulness in music lessons. This usually occurs at the start of a lesson. Soft meditation music, repetitive pieces or calm background soundtracks are available to teachers, with the Music Subject Leader recommending these.

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7 Teaching music inclusively

“Children from all backgrounds and every part of England should have the opportunity to learn a musical instrument; to make music with others; to learn to sing; and to have the opportunity to progress to the next level of excellence if they wish to.” (*The importance of music: a national plan for music education*, 2011)

7.1 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.

7.2 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, and 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.

7.3 The Music Subject Leader, Family Worker and SEN Leader work together to identify children who could benefit from music to boost self-esteem and well-being. The music subject leader runs sessions with these children on a weekly basis over a term, or longer if deemed necessary. In these sessions pupils focus on music for enjoyment, emotional needs and communication.

7.4 More able, gifted and talented pupils (see Appendix More Able Gifted and Talented in Music) are nominated over and above other children for enrichment activities, for example Chamber Choir (for which children audition) and Bedford Festival of Music Speech and Drama. The needs of able, gifted and talented children are catered for specifically on short term planning and through IEP’s which support individual learning. If a pupil is particularly able they may be nominated for subsidised instrumental lessons. The Music Subject Leader has time set aside to work individually with these children throughout the year to prepare them for concerts, competitions or to enhance skills.

7.5 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, a musical festival at another school, we often supply transport and carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

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8 Assessment and recording

8.1 Teachers assess children's work in music by making informal judgements as they observe them during lessons. Throughout a unit of work, the teacher uses the Music Target Tracker statements to record progress and at the end of each term make a summary judgement about the work of each pupil. In each year, pupils will be assessed termly against Target Tracker Steps and given an attainment step. The use of flip cams/cameras/ipads and audio recorders are vital to assessment and pupil performances are frequently videoed and used for self, peer and teacher assessment.

8.2 Pupils take Arts Award Discover and Explore, in Years 2 and 4 respectively. Those who started this award in 2016-17 will complete the log books, moving forward it will be assessed and logged using the ArtsBox App.

8.3 Pupils who are identified as More Able, Gifted or Talented are expected to reach 6 steps progress in a year, the same as other children. This may mean that they are accessing learning objectives for higher year groups, getting a deeper understanding of their topics or playing/singing more complex parts in assessment.

9 Resources

9.1 Putnoe Primary School has a large music room and two smaller practise rooms (where visiting instrumental teachers teach). Pupils use performance space and staging in the hall, a media suite in which pupils utilise the Green Screen and a school Radio. In the main music room Putnoe has 15 Apple Mac Computers with GarageBand and an impressive range of school instruments. Foundation Stage and Key Stage 1 have their own Beat Boards and Music Boxes which hold a variety of instruments (see Appendix Music Resources). The library contains topic books and we have computer software to support children's individual research.

9.2 The Music Subject Leader and class teachers select suitable music materials for pupils to play, listen to and sing. Music videos are only used if appropriate.

10 The school choirs, musical events and extracurricular activities

10.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. It also enables our children to perform in public on a number of occasions throughout the year, for example all Year 3 pupils at the Corn Exchange for Sing On and all Year 4 pupils at The Kings House for the Play Day.

10.2 For children learning a musical instrument, we organise performances in assemblies and concerts where children can learn to enjoy playing music to an audience and in an ensemble.

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10.3 In addition to the curriculum the school provides a range of opportunities for pupils to participate in additional activities and clubs in order to extend their musical experiences. Staff with musical expertise are encouraged to offer such opportunities to pupils. In previous school years we offered; recorder club, composition club, ukulele orchestra, rock band, music technology club, choir, KS1 music club, orchestra, musical theatre and practise lunchtimes.

10.4 Putnoe Primary School has an auditioned Chamber Choir this is run by the Music Subject Leader for Key Stage 2 and practises in curriculum time. Pupils who attend are expected to participate in competitions, public performance, assemblies and workshops. The school Chamber Choir has been invited to sing at Bedford Proms, for the Mayor and won several awards.

10.5 We provide progression options for pupils, detailed in our singing strategy (see Appendix Singing Strategy).

11 Monitoring and review

11.1 Teaching staff are responsible for the standard of children's work and for the quality of teaching in music. The work of the Music Subject Leader also involves supporting colleagues in the teaching of music, conducting lesson observations, 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 is responsible for giving the Headteacher an annual summary report in which she evaluates the strengths and areas of development in the subject and indicates areas for further improvement.

Signed: VBooth

Date: June 2018

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Appendix 1

Programmes of Study for MUSIC...

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Subject content

Key stage 1

Pupils should be taught to:

- 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

Key stage 2

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 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

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Appendix 2

More Able, Gifted and Talented

Putnoe Primary School recognises and identifies the needs of More Able, Gifted or Talented musicians in music.

More Able, Gifted or Talented musicians are selected if they demonstrate particularly high skill levels on an instrument or in singing, if they have creative compositional ideas or internalise phrases, pitch and rhythms well.

Identification is by Subject Leader, using Target Tracker data as well as performances, recordings, formative assessment and instrumental teacher advice.

Particular needs of these pupils are identified in the curriculum, in teaching and in planning. It also is reflected in extracurricular offerings.

Additionally More Able, Gifted and Talented pupils may receive subsidised instrumental lessons, attend performances, be entered for exams, receive additional practice time, be invited to perform or take part in workshops.

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Appendix 3

Resources

Foundation Stage Classrooms		
Where	What	Quantity
Giacometti - Music Box	Triangles	2
	Shaker	1
	Egg shakers	19
	Plastic maraca	1
	Maracas	3
	Cymbals	2
	Wooden shaker	1
	Drums	2
	Plastic zigzag	1
	Fish guiro	1
	Octave glockenspiel	2
	Pentatonic xylophone	1
	Plastic visual rain maker	1
	Plastic beaters	3
	Boomwhacker C	1
Chagall	Keyboard	1
Hockney	Tambourines	2
	Guitar	1
Warhol	Keyboard	1
	Tambourines	2
	Beat boards	30
	Octave individual chimes in boxes	3
	Octave individual chimes	1
Warhol – Music Box	Clave pairs	3
	Cowbell	1
	Bongos	1
	White drum	1
	Castanets	1
	Maraca pairs	3
	Wood block	1
	Guiro	0.5
	Yellow tambourines	3
	Tambourines	2
	Tambour	1
	Cymbal	1
	Triangles	11
	Triangle beaters	2
	Egg shakers	1
	Boom whackers C, F and B	3
	Soft wooden xylophone	1
	Wooden beaters	2
	Soft beaters	3
Year 1 Classrooms		
Where	What	Quantity
Dali	Guitar	1
	Violin	1
Mondrian		
Picasso		
Key Stage 1 Box		
	Plastic Red Maracas	4
	Plastic Brown Maracas	1
	Treble Recorder	1

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	Tambour	1
	Bongo	1
	Rainmaker	1
	Tambourine	1
	Wood blocks	3
	Bells	3
	Cow Bell	1
	Castanets	1
	Triangles	4
	Shakers	2
	Guiro	2
	Rack Attack	1
	Claves	3 Pairs
	Long Beaters	9
	Short Beaters	2
	Tingsha (Mini Cymbal)	1
	Resonator Bells	1
	Chime Bars	8(1 Octave)
Key Stage 1 Claves Box	Claves	27.5 pairs
Year 2 Classrooms		
Where	What	Quantity
Gauguin		
Matisse		
Monet		
Year 3 Classrooms		
Where	What	Quantity
Cezanne		
Degas		
Rossetti		
Year 4 Classrooms		
Where	What	Quantity
Constable		
Kandinsky		
Turner		
Year 5 Classrooms		
Where	What	Quantity
Michelangelo		
Rembrandt		
Rubens		
Year 6 Classrooms		
Where	What	Quantity
Gainsborough		
Hogarth		
Raphael		
School Hall		
Where	What	Quantity
Store Cupboard	School Piano	1
Store Cupboard	School Staging	1
Music		
Where	What	Quantity
Main Music Room	Apple Mac Computers	15
“	Keyboards	15
“	Sets of headphones	31
“	Mixing desk	1
“	School Piano	1
“	Piano stool	1

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“	Music stands	4
“	Standing bells with green beater	1
“	Boom whackers	6 octave sets*
“	Glockenspiels	3
“	Xylophone	1
“	CD Player	1
“	Bb Clarinet**	1**
“	Flute**	1**
“	Wooden beaters	22
“	Plastic topped beaters	86
“	Soft topped beaters	14
“	Surdo Beaters	1
“	Steel Pan	1
Drum Room	Drum kit (includes highhats, 1 crash cymbal, snare, floor tom, two high toms, bass drum and stool)	1
“	Samba Surdos	6
“	Djembes	9
“	Bongos	2
“	Talking drum	1
“	Toms	6
“	Snare	1
“	Ride cymbals	4
“	Crash cymbals	2
“	Rain sticks	3
“	Rain drum	1
“	Microphone stand	1
“	CD Player	1
“	Drum machine	1
Drum Room-storage boxes	Orange maraca	4 pairs
“	Wooden maraca	1 pair
“	Castanets	8
“	Ratataks	4
“	Triangles	28 (13 Sticks)
“	Tambours	9
“	Tambourines	8
“	Headless Tambourines	2
“	Cow bells	17
“	Agogo bells	5
“	Claves	31 pairs
“	Mini Cymbals	10.5 pairs
“	Woodblocks	21
“	Guiro	6
“	Shakers	14
“	Hand Bells	5
“	Fish guiros	3
“	Double guiros	2
“	Single guiro	1
“	Egg shakers	31
“	Hand held crash cymbal pairs	4
“	Hand held crash cymbal	1
“	Tingsha pairs	4
“	Zill pairs	2
“	Cabasa	2
“	5 Pod rattles	1
Beaters	Red Beaters	15
	Wooden Drumsticks	10 pairs

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	Drum Brushes	1 pair
World Instrument Box	Cabasas	3
"	Other Instruments	7
Sound Effects Box	Instruments	4
Instrumental Teaching Room	Acoustic guitars	6
	Keyboard and stool	1
	Electric guitar and amp **	1**
	CD Player	1
	Music Stand (Black)	2
	Music Stand (Purple)	1
	Glockenspiels Percussion Plus	14
	Yellow Glockenspiels	2
	Chime Tree	1
Instrumental Teaching Room - storage Boxes	Recorders Descant	43
	Recorders Descant**	1**
	Recorder Tenor	3
	Recorder Treble	5
	Aldos Tenor Recorder **	1**
	Base Recorder	1
	Ocarina	33
	Ocarina Book 1	30
	Ocarina Laminated Note Sheets	2
	Pan Pipes	2
	Flute	1
	Japanese Flutes**	5**
	Fifes	2
	Tin Whistles	5
	Hand Bells	16
	Music Stand (Black)	1
	Microphones	6
	Adaptors	19
	Electric Yamaha Pedals	2
	Microphone Charger	1
	Keyboard Charger (Generic)	1
	CD Case Contents	27
	CD Stack and Contents	11
	CDs	40
	Chromatic Chime Bars	8
	Chime Bars	14
	Octave Glockenspiel	4
	Chime Bars	36
Books	Ukulele from The Beginning (Book)	14
"	My Ukulele Record Book	15
"	School Ukulele Orchestra	1
"	Abracadabra Recorder 1	9
"	Recorder from the Beginning 1	6
"	Recorder from the Beginning 2	1
"	The Schools Recorder Book 1	2
"	Recorder Magic	1
"	Music Through the Recorder	1
"	Hey Presto Abracadabra Book	1
Additional Storage Cupboard	Ukulele	22

*one set belongs to the Subject Leader

**belongs to Subject Leader

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Appendix 4

Singing Strategy

“Singing can improve pupils’ learning, confidence, health and social development. It has the power to change lives and build stronger communities.” (*The importance of music: a national plan for music education, 2011*)

As a school we endeavour to:

- **Widen singing opportunities for all pupils**
- **Drive up quality**
- **Give routes for progression**-in school choir-chamber choir/solos, area county choirs, musical theatre groups

Key Stage	National Curriculum/EYFS requirements	Skill development Children can...
Reception	Pupils sing songs, make music and dance, and experiment with ways of changing them.	<ul style="list-style-type: none"> • Sing familiar songs (nursery rhymes, game songs, story songs, repeated songs, songs containing patterns) • Chant and rhyme in unison • Use spoken and sung voices • Perform a song by memory • Follow a leader when singing
Key Stage 1	Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none"> • Sing songs with greater accuracy (from low C to A as a guide) • Begin to extend their range of notes from C-C' (as a guide) • Sing with attention to dynamics • Sing songs with an accompaniment • Sing simple partner songs (layering) • Sing simple rounds • Sing with attention to phrasing and breathing appropriately • Use their voice to explore improvisation, with guidance (set notes) • Follow a leaders cues when singing

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Key Stage 2	<p>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</p> <p><u>Year 3</u> Sing On <u>Year 5</u> Sing Carmen with Royal Opera House <u>Year 6</u> Bands and Leavers Production</p>	<ul style="list-style-type: none">• Sing songs with greater accuracy (from low A to E' as a guide)• Sing songs in simple 2 part harmony• Sing songs unaccompanied and in tune• Use voice to compose melodies and explore effects (beatboxing, scat etc)• Sing songs with attention to phrasing, breathing and clear diction• Perform songs with attention to musical directions (tempo, dynamics, phrasing etc)
<p>All pupils have access to:</p> <ul style="list-style-type: none">• Singing in class• Singing as a year group and in assembly• Choirs• Performing regularly in a range of settings		

Progression Within The School Curriculum

Reception

Pupils sing lots of simple songs in Reception, with guitar, keyboard or video accompaniment. The Subject Leader and class teachers help pupils rehearse and perform a range of songs for their nativity every year.



Key Stage 1

Pupils in Key Stage 1 use Kodaly techniques to explore pitch and melody with more focus. Pupils sing and vocalise when learning pieces with Charanga. More Able, Gifted or Talented pupils work with Kodaly, songs and internalising as part of their cello lessons.



Lower Key Stage 2

In Year 3 all pupils have fortnightly singing sessions, as a year group, with the Subject Leader. Pupils perform at the Corn Exchange and pupils who perform particularly well are invited to audition for the school Chamber Choir, Subject Leaders continuation group or sing at Bedford Proms.



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Upper Key Stage 2

Pupils in Year 5 are taking part in The Royal Opera House Sing Carmen project, replacing the previous Massed Middle singing opportunity. Pupils perform vocally as an ensemble, in parts and with accuracy and fluency, taking note of phrases, breathing and diction.

In Year 6 bands feature vocal roles so pupils practise being vocalists with live pupil bands. The Year 6 Leavers play often features Year 6 vocalists who put themselves forward or are identified by the Subject Leader.

Extracurricular Singing Opportunities For Pupils

The School Choir is open to all KS2 pupils, in previous years we have participated in O2 Young Voices, put on concerts in school, sung at Bedford Proms In The Park, sung at Manton Heights and Puttenham Care Homes.

Chamber Choir is auditioned and rehearses in curriculum time. Pupils take part in workshops (Voces8, CBSO) and participate in competitions including Bedfordshire Festival of Music Speech and Drama and Music For Youth.

Gospel Choir is open to all and is run before school, the Subject Leader supports a keen singer on the teaching staff to deliver this.

The subject leader assists pupils with learning solo's if they are particularly confident, we then enter pupils for competitions and provide accompanists (competitions include Rotary Young Musician of the Year and Bedfordshire Festival of Music Speech and Drama)

Once a year we put on a Musical Theatre Production which all pupils are invited to take part in. Pupils audition for parts.

Further Progression Opportunities

Saturday Morning Music Centre

Bedford Borough Music Service Children's Choir

RARE Productions Youth Musical Theatre Group

Spotlight Musical Theatre School

2017-2018

This year our focus is on improving teacher confidence when delivering vocal lessons in Key Stage 1. We also are aiming to promote singing to boys and provide more male vocal figures. In future we hope to acquire specialist help with rap/beatbox and alternative vocal techniques, this in turn hopefully will inspire boys.

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(Below is taken from 2017-2018 Music Subject Development Plan)

D Tasks	E Personnel	F Resources	G Timescale	H Monitoring Process	I Review
To improve KS1 teacher confidence in delivering Kodaly techniques and singing lessons.	VB as Subject Leader and KS1	Kodaly and vocal teaching workshop	Autumn & Spring term workshops as well as team teaching sessions	Feedback from teachers, observations and TT to see impact	
	VB	Curriculum and planning documents –revise as necessary	Monitoring of teaching, planning and assessment to happen during autumn term Impliment changes for Harvest Vocal performance	Look at assessment across all year groups Performances and rehearsals during autumn term in Year 1	
	VB	Charanga MX SIng	Observations in Kodaly delivery in Spring Term (Year 2)	Feedback from music teaching staff Observation notes	
	VB and KS1	Target Tracker (TT)	Subject Leader assisting in assessments at end of terms	Feedback given to GP	
	KS1	Server-storing recordings	Each module of work	VB to monitor and ask for in briefings/meetings	
To inspire more Boys to sing.	VB	Curriculum planning – make sure it contains lots of male vocal role models	Autumn-Summer	Amend as necessary	
	VB	To organise / source a specialist visitor-preferably male rap or beatbox	Autumn – Spring	Boys singing on TT	
	VB	Song choices and resources to be boy focused in vocal work	As much as possible over the year	Recordings	
	VB	Extracurricular clubs	All year	Numbers	