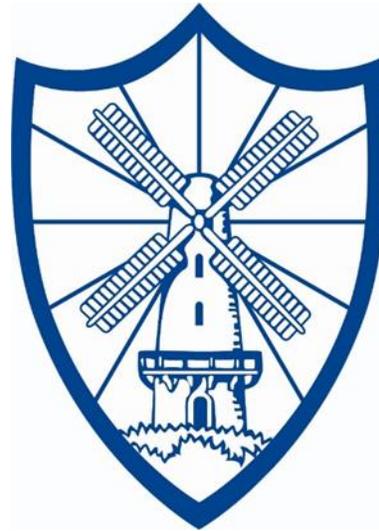




Meopham Community Academy



Music Policy

This policy was reviewed by: Melissa Waterson/Georgie Simiou
Date: January 2020
Next Review Date: January 2022

Subject – Music

At Meopham Community Academy we believe that high-quality Music lessons will inspire children to appreciate, create and perform music to a high standard, using a variety of skills and confidence.

Curriculum Intent:

- To progressively develop the key skills using a range of instruments, techniques by investigating different musical genres.
- To encourage to develop a greater understanding and knowledge of a wide range of music including a wide range of classical and contemporary composers.
- To give the opportunity to explore and evaluate different music styles from around the world.
- To develop knowledge and skills that are transferable to other curriculum areas, allowing children to use their critiquing and discussion skills to facilitate and reflect on a variety of topics in greater depth.
- To encourage children to develop and express their opinions and tastes in music to enhance their personal, social and emotional development.
- To inspire in children a curiosity and fascination about music and singing which will remain with them for the rest of their lives.
- To promote the children's interest and understanding of how music shapes the world around them and the part they can play in doing so.
- To encourage risk taking, experimenting and then reflecting on the successes and failures during composition, allowing them to develop their growth mindset.
- To enable these outcomes our Music curriculum is designed to be:
 - Engaging and accessible to all learners
 - Relevant to the needs of each cohort and our local community
 - Allow for time to celebrate their successes and achievements.
 - Encouraging a life long interest in music.

Character Development through

Our Music curriculum at Meopham Community Academy will enable children to develop the following character traits throughout their seven years at MCA:

- **Spiritual:** to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the artist and art work they are learning about.
- **Moral:** Become honest, respectful and caring citizens, using music as a means of communication. Pupils will learn to value and respect others' opinions and work.
- **Social:** Develop social skills, including: communication, collaboration, determination and working collaboratively in group projects.
- **Cultural:** Learn about the characteristics of music from around the world and from different time periods, contrasting it with current work from a variety of locations around the world, and linking with a knowledge and understanding of the cultural traditions of the people who live there.
- **Knowledge:** Become independent, resilient and resourceful in their use of different techniques and skills, inside and outside of their classroom.
- **Skills:** Encourage and develop creativity, independence, problem-solving and evaluation skills using a range of stimuli to generate discussion and debate while developing and improving musical techniques.
- **British Values:** To show respect for and tolerance of other cultures, their values and their music by learning about people around the world. To show respect for each other by listening attentively to others' presentations and to plan and work collaboratively on group projects.

Enrichment

- Day trips and visits (Young Voices, School of Rock)
- Local community visits (Mrs. Norris)
- Whole school music exhibitions (BBC 10 Pieces, end of year show)
- Use of Kent Music Plus Digital Online
- Use of Charanga to develop listening skills - Teacher development
- Visit from musicians
- Extra-curricular clubs (singing club and visit to O2 – Young Voices)
- Facilitating peripatetic music teachers
- Exposure to a variety of music through Assemblies and whole class teaching

Curriculum Implementation

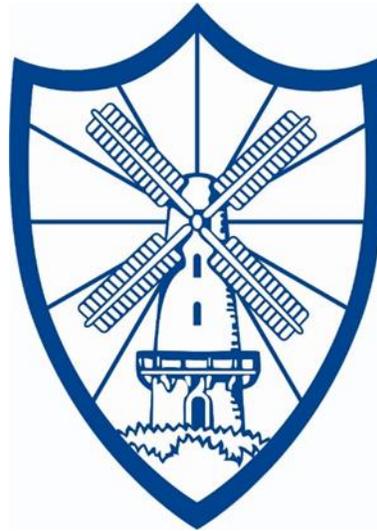
- The music curriculum in KS1/2 is delivered through individual lessons but also through topics with different subject areas as appropriate.
- Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school.
- Each Year Group ensures their lessons are appropriate to the needs and interests of their cohorts.
- At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points.
- Each term has a different overarching topic; this is linked to the national curriculum programme of study.
- Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion.
- Cross curricular outcomes in music are specifically planned for, with strong links between topic, English, PSHCE and PE lessons identified, planned for and utilised.
- A varied range of musical scores are used to develop the skills and techniques required by children to enable them to achieve the desired outcome.
- A scheme of work is used alongside own year group planning to ensure consistency in year groups.
- A monitoring schedule is in place and an overview to ensure progression and consistency.

Impact

- Outcomes of termly topics, (especially regarding instruments) are showcased in assemblies to evidence a broad and balanced art curriculum and demonstrate children's acquisition of identified key knowledge and skills.
- Children review their successes in achieving the lesson intentions at the end of every session and are actively encouraged to identify their own target areas, with these being identified, shared and verified by teachers as necessary.
- Children compare their starting points and areas of achievement and development through peer discussion.
- As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of the work of famous composer and musicians and its place within the wider musical context.
- Children are able to learn about careers related to music from members of the local and wider community with specialist skills and knowledge, ensuring that they are well prepared for the next steps of their education



Meopham Community Academy



Art Policy

This policy was reviewed by:
Date:
Approved by Governors:
Next Review Date:

National Curriculum Requirements of Music at Key Stage 1

In music pupils should be taught to:

- use their voices expressively 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.

Knowledge, Skills and Understanding breakdown for Music

Year 1

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they use instruments to perform? • Do they look at their audience when they are performing? • Can they clap short rhythmic patterns? • Can they copy sounds? 	<ul style="list-style-type: none"> • Can they make different sounds with their voice? • Can they make different sounds with instruments? • Can they identify changes in sounds? • Can they change the sound? • Can they repeat (short rhythmic and melodic) patterns? • Can they make a sequence of sounds? • Can they show sounds by using pictures? 	<ul style="list-style-type: none"> • Can they respond to different moods in music? • Can they say how a piece of music makes them feel? • Can they say whether they like or dislike a piece of music? • Can they choose sounds to represent different things? • Can they recognise repeated patterns? • Can they follow instructions about when to play or sing?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they make loud and quiet sounds? • Do they know that the chorus keeps being repeated? 	<ul style="list-style-type: none"> • Can they tell the difference between long and short sounds? • Can they tell the difference between high and low sounds? • Can they give a reason for choosing an instrument? 	<ul style="list-style-type: none"> • Can they tell the difference between a fast and slow tempo? • Can they tell the difference between loud and quiet sounds? • Can they identify two types of sound happening at the same time?
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Knowledge, Skills and Understanding breakdown for Music

Year 2

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Do they sing and follow the melody (tune)? • Do they sing accurately at a given pitch? • Can they perform simple patterns and accompaniments keeping a steady pulse? • Can they perform with others? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? 	<ul style="list-style-type: none"> • Can they order sounds to create a beginning, middle and end? • Can they create music in response to <different starting points>? • Can they choose sounds which create an effect? • Can they use symbols to represent sounds? • Can they make connections between notations and musical sounds? 	<ul style="list-style-type: none"> • Can they improve their own work? • Can they listen out for particular things when listening to music?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> • Can they use simple structures in a piece of music? • Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> • Do they recognise sounds that move by steps and by leaps?
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Weaving Music Knowledge, Skills and Understanding into the new National Curriculum

**Key Stage 2:
Music**



National Curriculum Requirements of Music at 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 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 from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Knowledge, Skills and Understanding breakdown for Music

Year 3

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Do they sing in tune with expression? • Do they control their voice when singing? • Can they play clear notes on instruments? 	<ul style="list-style-type: none"> • Can they use different elements in their composition? • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? 	<ul style="list-style-type: none"> • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? • Can they recognise the work of at least one famous composer?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they work with a partner to create a piece of music using more than one instrument? 	<ul style="list-style-type: none"> • Do they understand metre in 2 and 3 beats; then 4 and 5 beats? • Do they understand how the use of tempo can provide contrast within a piece of music? 	<ul style="list-style-type: none"> • Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrasts and variations?
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Knowledge, Skills and Understanding breakdown for Music

Year 4

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Can they perform a simple part rhythmically? • Can they sing songs from memory with accurate pitch? • Can they improvise using repeated patterns? 	<ul style="list-style-type: none"> • Can they use notations to record and interpret sequences of pitches? • Can they use standard notation? • Can they use notations to record compositions in a small group or on their own? • Can they use their notation in a performance? 	<ul style="list-style-type: none"> • Can they explain the place of silence and say what effect it has? • Can they start to identify the character of a piece of music? • Can they describe and identify the different purposes of music? • Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?
Year 4 (Challenging)		
<ul style="list-style-type: none"> • Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> • Can they explore and use sets of pitches, e.g. 4 or 5 note scales? • Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> • Can they identify how a change in timbre can change the effect of a piece of music?

Knowledge, Skills and Understanding breakdown for Music

Year 5

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Do they breathe in the correct place when singing? • Can they sing and use their understanding of meaning to add expression? • Can they maintain their part whilst others are performing their part? • Can they perform 'by ear' and from simple notations? • Can they improvise within a group using melodic and rhythmic phrases? • Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? 	<ul style="list-style-type: none"> • Can they change sounds or organise them differently to change the effect? • Can they compose music which meets specific criteria? • Can they use their notations to record groups of pitches (chords)? • Can they use a music diary to record aspects of the composition process? • Can they choose the most appropriate tempo for a piece of music? 	<ul style="list-style-type: none"> • Can they describe, compare and evaluate music using musical vocabulary? • Can they explain why they think their music is successful or unsuccessful? • Can they suggest improvements to their own or others' work? • Can they choose the most appropriate tempo for a piece of music? • Can they contrast the work of famous composers and show preferences?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they use pitches simultaneously to produce harmony by building up simple chords? • Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> • Do they understand the relation between pulse and syncopated patterns? • Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> • Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
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Knowledge, Skills and Understanding breakdown for Music

Year 6

Performing	Composing (<i>incl notation</i>)	Appraising
<ul style="list-style-type: none"> • Can they sing a harmony part confidently and accurately? • Can they perform parts from memory? • Can they perform using notations? • Can they take the lead in a performance? • Can they take on a solo part? • Can they provide rhythmic support? 	<ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (<i>incl melody, rhythms and chords</i>) • Do they recognise that different forms of notation serve different purposes? • Can they use different forms of notation? • Can they combine groups of beats? 	<ul style="list-style-type: none"> • Can they refine and improve their work? • Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? • Can they analyse features within different pieces of music? • Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

Year 6 (Challenging)

<ul style="list-style-type: none"> • Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> • Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> • Can they appraise the introductions, interludes and endings for songs and compositions they have created?
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