

Clee Hill Community Academy

Music Policy



Author	Ceri Little
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Music is a way of communicating that can motivate children, providing them with a means of expression and creativity. It can play an important part in the personal and social development of all children, encouraging confidence, participation and a sense of achievement.

Aims

We aim to provide opportunities for children to

- Perform, listen to and review a wide range of music including different styles, traditions, musicians and composers.
- Learn to sing, create and compose music.
- Have the opportunity to learn to play a musical instrument.
- Understand and explore how music is created through the inter-related dimension of pitch, dynamics, duration, tempo, timbre, texture, structure and musical notation.

In Key Stage 1 the children will be taught to

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically (xylophones/percussion instruments).
- 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.

In Key Stage 2 the children will 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 notation

- 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.

Planning and the curriculum

At Clee Hill Academy we use the 'Charanga' scheme, which builds on a progression of key skills. Year 4 and 5 pupils have weekly music lessons from Shropshire Music Service on tuned instruments, which provides additional opportunities for performing with increased accuracy and expression.

	Autumn (Cycle A)	Spring (Cycle A)	Summer (Cycle A)	Autumn (Cycle B)	Spring (Cycle B)	Summer (Cycle B)
Class 1	Hey you Rhyme in the way we walk & banana rap	In the Groove Round and round	Your imagination Reflect, rewind and replay	Me My Stories	Everyone Big Bear Funk	Our World Reflect, rewind and replay
Class 2	Hey you Rhyme in the way we walk & banana rap	In the Groove Round and round	Your imagination Reflect, rewind and replay	Hands, feet, heart Ho, Ho, Ho	I want to play in a band Zoo time	Friendship song Reflect, rewind and replay
Class 3	Let your spirit fly The dragon song	Three Little Birds Glockenspiel Stage 1	Bringing us together Reflect, rewind and replay	Hands, feet, heart Ho, Ho, Ho	I want to play in a band Zoo time	Friendship song Reflect, rewind and replay
Class 4	Music service: tuned instrument lessons	Music service: tuned instrument lessons	Music service: tuned instrument lessons	Music service: tuned instrument lessons	Music service: tuned instrument lessons	Music service: tuned instrument lessons
Class 5	Mamma Mia Glockenspiel Stage 2	Stop Lean on me	Blackbird Refelct, rewind, replay	Living on a prayer Class room Jazz 1	A New Year Carol You've got a freind	Music and me Reflect, rewind and replay

Each Unit of Work comprises the of strands of musical learning which correspond with the National Curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition

	Foundation/KS1		Lower KS2		Upper KS2	
Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and un-tuned instruments musically. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music. Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned 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.</p>		<p>Same as Year 3 and 4 with following additions</p> <p>Improvise and compose music for a range of purposes using the interrelated 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.</p>	
Listen and Appraise	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p>	<p>Appreciate & understand a wide range of live & recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music 	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <ul style="list-style-type: none"> • Develop an understanding of the history of music
Musical Activities	<p>ELG -Sing a range of well known nursery rhymes and songs; - and – when appropriate – try to move in time with music</p> <p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned 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 	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned 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. 	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned 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. 	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned 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. 	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

	the inter-related dimensions of music.					
Perform and share	<p>ELG -Perform songs, rhymes, poems and stories with others, Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically. 	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically. 	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically 	<p>Use their voices expressively by singing songs and speaking chants and rhymes.</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically. 	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
Vocab	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>

3. Performing

Progression

The Shropshire Gateway Educational Trust have created a musical progression of skills from KS1 to KS4. The Charanga Scheme of work builds on this progression in more detail. The instrumental work is differentiated allowing children to move through the relevant parts as they need to.

Key Stage 1

Listen with concentration and understanding to a range of high-quality live and recorded music

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and un-tuned instruments musically.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

LKS2

- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
 - Develop an understanding of the history of music
 - Use their voices expressively by singing songs and speaking chants and rhymes.
 - Play tuned and un-tuned 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.

UKS2-Same as above with following additions

- Improvise and compose music for a range of purposes using the interrelated 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.

Reading and Vocabulary

Children are encouraged to use the correct musical terms during music and singing lessons. Below are a list of musical terms which are used in the Charanga Music Scheme.

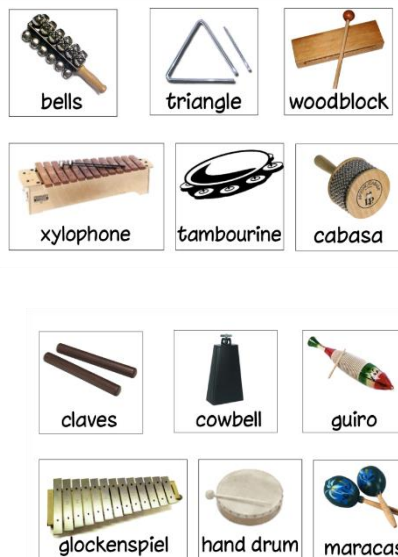
A capella	Without accompaniment from musical instruments, ie voices only.
appraising	Listening carefully
arrangement	How voices and instruments are used in a song; where they occur within the song.
back beat	Beats 2 and 4 in a drum-line or if we are clapping along with the music.
backing	The accompaniment to a song.
balance	The level of volume at which players sing or play; if the balance is good then everyone can be heard.
ballad	A gentle love song.
band	Playing/singing/performing together.
bridge/middle 8	Contrasting section which leads back to main material
chord	More than one note played at the same time.
chorus	A repeated section in a song which gives the main message.
coda	Short section which brings the song or piece to an end.

cover	A version of a song performed by someone other than the original artist that might sound a bit - or very - different.
composing	Creating and developing musical ideas and 'fixing' these.
crossover	Can be a mixture of different styles which introduces new music to different audiences.
decks	Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.
drum loops	A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.
dynamics	How loud or quiet the music is.
ending	Short section which brings the song or piece to an end.
ensemble	A French word used to describe playing/singing/performing together
groove	The rhythmic part of the music that makes you want to move and dance.
harmony	Different notes sung or played at the same time, to produce chords.
hook	A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.
improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.
interlude	A passage of music played between the main themes
introduction	Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.
lyrics	The words of a song.
melody	Another name for a tune.
melodic	Melody or tune.
notation	Ways to visually represent music.
offbeat	If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.
original	The first ever version of a song.
ostinato	A short repeated pattern.
outro	Short section which brings the song or piece to an end.
pentatonic scale	A fixed five-note pattern eg the five black keys on a piano.
performing	Singing and playing instruments.
phrase	A musical sentence.
pitch	The range of high and low sounds.
pre-chorus	A short section in a song, before the chorus.
pulse/beat	The heartbeat or steady beat of a song/piece of music.
recurring theme	A tune that repeats again and again in a piece of music.
rhythm	The combination of long and short sounds to make patterns.
ri_	A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
roots reggae	Music that deals with social and racial issues and brings in elements of Rastafari.

sampling	Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.
secular	Non religious
solo	An Italian word used to describe playing/singing/performing on our own.
structure/form/shape	How the sections (verses and choruses etc) of a song are ordered to make the whole piece.
style	The type of music eg blues or rock.
style indicators	Identifiers that show us the genre of the music.
syncopation	Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.
tag	(Usually) a short ending, tagged on to the main part of the song.
tempo	An Italian word used to describe how fast/slow the music goes.
texture	Layers of sound in music.
timbre	The quality and character of the sound.
urban contemporary	Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.
verse	A section in a song which has the same tune but different words.

Musical glossary

choir	a group of three or more notes played together	pulse	a steady beat
coda	ending	quaver	a half-beat note
composers	people who create music	rehearse	practise
crotchet	a one-beat note	rest	a silent beat
duration	length (in time)	rhythm	a pattern of notes
dynamics	used to describe how loud or soft a note is	scale	an arrangement of notes in ascending or descending order
echo	a repeated sound	semibreve	a four-beat note
harmony	a combination of notes played at the same time as another tune to give a pleasing effect	staff	the five parallel lines on which musical notes are written
improvise	make up as you go along	structure	different ways sounds are organised
lyrics	the words to a song	sustain	keep a sound going
melody	a tune	tempo	speed
minim	a two-beat note	texture	different ways sounds are combined
notation	the way music is written	timbre	different characteristics of sounds – playful, spooky, swinging, and so on.
ostinato	a repeated phrase	time signature	shows how many beats are in each bar
pentatonic scale	a five-note scale	unison	singing or playing the same tune together
phrase	a group of sounds that make sense		
pitch	used to describe how low or high a note is		

Some common percussion instrument names.

The Model Music Curriculum

The Model Music Curriculum is a non-statutory document developed by an expert panel to provide teachers with additional guidance on their delivery of Music lessons. Clee Hill Community Academy recognises the importance of this document in supporting teachers with their planning and delivery of lessons as well as ensuring progression for pupils. It highlights the importance of singing, listening, composing and performance as well as listing suggested repertoire for each year group (1 - 6), with a broad range of musical styles and genres to enhance children's musical journey. Teachers are encouraged to refer to the Charanga MMC scheme to enhance their lessons as and when required.

Mastery in your music lessons

The teaching of Music at Clee Hill Community Academy enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Musical teaching and learning is not neat or linear. The strands of musical learning, presented within lessons, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Enrichment Opportunities in music

The school offers additional weekly music sessions, which are run by a qualified music teacher including the Shropshire Music Service. Termly performances are given to the rest of the school to showcase what has been taught and learnt. Music enrichment activities include Guitar lessons, Brass lessons, Recorder Club and Choir.

Music through other areas of the curriculum

Science and Sound -

Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world

They should find out how the pitch and volume of sounds can be changed in a variety of ways.

Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.



Cross curricular learning - ie making instruments using materials found in the outdoor environment. Making wind charms at Forest School.

The Foundation Stage

Music is taught in the foundation class as an integral part of the topic work covered during the year. As the foundation class follows the Early Years Foundation Stage Framework, we relate the musical aspects of the children's work to the objectives set out in the EFYS Curriculum. 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.

Assessment

This is done informally during music lessons. Photographs or recordings are used as evidence and shared with the children. Recordings also act as evaluations where children can identify areas of good practice and areas for improvement.

SEND

We strive hard to meet the needs of those pupils with special educational needs and those with disabilities. The following strategies are pedagogical approaches that will be used in Music lessons to support all pupils, but particularly those students with SEND. Strategies have been linked with areas of particular need but are not exclusive in supporting pupils with this area of need. These strategies will be used flexibly in response to individual needs and used as the starting point for classroom teaching for all pupils

Social, Emotional & Mental Health

1. Singing together – known to improve mental health (singing assembly)
2. Promote different ways of learning and acceptance installed to all pupils e.g. Makaton
3. Collaborative working through the curriculum – singing, improvisation, composing, performing

Sensory and Physical

1. Seating plans to make learning inclusive
2. Utilising the space to suit sensory balance to keep pupils on task and emotionally stable
3. Technology – audio music, visual, videos, editing software

Cognition and Learning

1. Key vocabulary and terminology explained
2. Pre – teaching, scaffolding and modelling of tasks and activities to ensure achievable outcomes
3. Sufficient resources made accessible to encourage progress and knowledge
4. Home learning – support for pupils easily found, links added
5. Assessment – identify gaps and areas where support is needed.

Communication and Interaction

1. Appropriate grouping to share ideas and support
2. Aims and objectives shared with support staff to ensure understanding for everyone
3. Allowing time in lessons for pupils to go back to lesson prompts i.e. pre-recorded videos
4. Celebrate successes and promote extra – curricular activities to explore breadth of talent and skills

Enrichment opportunities

Symphony Hall



Choir



Music workshops



Christmas plays



Shropshire

Shropshire Music Service



Sings

