



## Hillstone Music Policy

K.D.Farr March 2022

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can also play an important role in helping children to feel part of a community. At Hillstone Primary, we provide regular opportunities for all children to create, play, perform and enjoy music, and to develop the skills and knowledge to critically appreciate a wide variety of musical forms. Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

### Aims







Our aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures.
- know how music is made through a variety of instruments and voices.
- know how music is composed and written down.
- know how music is influenced by the time, place and purpose for which it was written.
- develop the interrelated skills of performing, composing and appreciating music.
- Give opportunities to take part in musical activities outside the curriculum through attending a music group or learning an instrument.

### Objectives

By the time the children leave Hillstone Primary School they should have had a variety of experiences, which will enable them, to some degree, to:

- Demonstrate an awareness of sounds of many kinds.
- Identify, collect and imitate sounds of various kinds, be able to classify them and then create new sounds and combinations of sounds.
- Recognise and discriminate the various elements of music:

 Duration-	Rhythm and beat (pulse)
 Pitch -	Melody and harmony
 Pace-	Speed (Tempo)
 Timbre/Texture-	Combination of sounds and individual sound
 Dynamics-	Volume
 Structure-	Form (how the piece is put together)

- Know and be able to join in with a wide range of songs from a variety of sources:
  - ✚ Folk Songs
  - ✚ Songs from other lands and cultures
  - ✚ Modern and popular songs
  - ✚ Songs from other times
  - ✚ Songs for drama
  - ✚ Rounds
  - ✚ Simple part songs
- Accompany a song with an independent part on a tuned or untuned instrument.
- Compose and improvise music in small and large groups using both voice and instruments.
- Play by ear and notation (graphic and standard).
- Listen with attention and understanding to a wide range of music, (including music produced by their peers in music lessons) and be able to appraise and discuss.
- To link music to other areas of the curriculum.
- To recognise something of the expressive nature of music

### Music in KS1 & KS2

The Charanga English Model Music Scheme is followed throughout the school. It is an online scheme that fully meets all of the requirements of the National Curriculum.

- It contains full long term, medium term and weekly lessons that progressively builds musical skills and knowledge as the children progress through the school.
- Provides teaching plans, progression and stunning whiteboard resources.
- Every lesson is fully supported with video, audio and written material
- It is ideal for the non-specialist teacher
- Contains homework activities and instrumental support for all children

### Delivery

- The children should experience weekly musical activities wherever possible. There are 6 lessons per half term and a minimum of 4 should be experienced.
- Throughout each unit there will be opportunities for all children to perform, create and listen. Charanga Music will give the children the following experiences:

- ✚ Performing- singing, accompanying, playing in groups, echo games, responding to recorded music, dancing.
  - ✚ Creating- improvising, composing as a member of a class, group, pair or individually.
  - ✚ Listening- identifying specific sounds and instruments, identifying musical elements, responding to changing moods, identifying style, period, culture. Evaluate and appraising music.
- In Year 4 the children will not follow Charanga as all children will learn music through playing an instrument in the Wider Opportunities music scheme. These lessons will cover the Y4 Charanga objectives to ensure progression. Currently, one class will learn through playing woodwind instruments and the other class will learn through brass instruments. Opportunities will be made for enthusiastic children to continue playing in Y5 and Y6 (although a small charge may be made).
  - In Summer 2 Y5 will not follow Charanga but will be involved in a music performance and composition project with KES culminating in a performance at The Ruddock Theatre
  - Extra songs to support school topics will be made available from Sing Up to be found in "Playlists".
  - Extra listening activities are available to support topics and could be played as background music to lessons. For example music from India or USA, music from different times including Tudors or WW2.

### Early Years

Music is an essential activity to support child development in many areas of the Early Years Statutory Framework (see appendix 3). We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. Much of the music will centre on singing a wide range of material. Staff should regularly sing to the children to give instructions or even to take the register. Action songs help develop pitch and teach children routines, counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. In addition children will have opportunities to explore sounds made with their voices, objects and instruments. Sing Up will provide much of material including a whole range of songs and activities.

### Record Keeping, Assessment and Reporting

As in all other areas of the curriculum, assessment is an integral part of the teaching process. Following the school's assessment of Foundation Subjects these will take the form of Teacher Assessments completed in Summer 2. Charanga provides support materials to help teachers make meaningful and accurate assessments.

### Additional Opportunities for Children

All children with an interest in music will have the opportunity to join one of the music clubs, provided they show commitment and a willingness to practice. At present these include: choir, Young Voices, guitars and ukuleles. For the instrumental clubs, the children will need to have access to an instrument. In addition, to the music clubs we are able to offer instrumental lessons given by peripatetic staff. Birmingham Music Service delivers peripatetic music teaching. Currently, we can offer woodwind, brass and African drums. Regular opportunities for children to perform will be available both within school and out in the community. Currently these include; Christmas concerts, assemblies, Music for a Summer's Evening, frequent massed singing events, visits to community event and old peoples homes.

As an Arts Hub school and a Creative Connections lead school we will regularly promote and organise events drawing together a number of local schools. This also includes links with KES and Birmingham Music Service

### Teaching music to children with special needs

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. The school has many instruments that can be played by children of differing abilities from large drums and tambourines to ukuleles and ½ size violins. There are also a wide range of guitars.

### Monitoring and review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, 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 head teacher an annual summary report in which he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has specially-allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

## Appendix 1

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>YEAR 1</b>	<b>Introducing Beat</b> How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	<b>Adding Rhythm &amp; Pitch</b> How Does Music Tell Stories about the Past? 1 2 3 4 5 6	<b>Introducing Tempo &amp; Dynamics</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	<b>Combining Pulse, Rhythm and Pitch</b> How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	<b>Having Fun with Improvisation</b> What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	Coming Soon
<b>YEAR 2</b>	<b>Exploring Simple Patterns</b> How Does Music Help Us to Make Friends? 1 2 3 4 5 6	<b>Focus on Dynamics &amp; Tempo</b> How Does Music Teach Us about the Past? 1 2 3 4 5 6	<b>Exploring Feelings Through Music</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	<b>Inventing a Musical Story</b> How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	<b>Music that Makes you Dance</b> How Does Music Make Us Happy? 1 2 3 4 5 6	Coming Soon
<b>YEAR 3</b>	<b>Developing Notation Skills</b> How Does Music Bring Us Closer Together? 1 2 3 4 5 6	<b>Enjoying Improvisation</b> What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	<b>Composing Using Your Imagination</b> How Does Music Make the World a Better Place? 1 2 3 4 5 6	<b>Sharing Musical Experiences</b> How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	<b>Learning More about Musical Styles</b> How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6	Coming Soon
<b>YEAR 4</b>	<b>Interesting Time Signatures</b> How Does Music Bring Us Together? 1 2 3 4 5 6	<b>Combining Elements to Make Music</b> How Does Music Connect Us with Our Past? 1 2 3 4 5 6	<b>Developing Pulse &amp; Groove Through Improvisation</b> How Does Music Improve Our World? 1 2 3 4 5 6	<b>Creating Simple Melodies Together</b> How Does Music Teach Us about Our Community? 1 2 3 4 5 6	<b>Connecting Notes and Feelings</b> How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon
<b>YEAR 5</b>	<b>Getting Started with Music Tech</b> How Does Music Bring Us Together? 1 2 3 4 5 6	<b>Emotions &amp; Musical Styles</b> How Does Music Connect Us with Our Past? 1 2 3 4 5 6	<b>Exploring Key &amp; Time Signatures</b> How Does Music Improve Our World? 1 2 3 4 5 6	<b>Introducing Chords</b> How Does Music Teach Us about Our Community? 1 2 3 4 5 6	<b>Words, Meaning and Expression</b> How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon
<b>YEAR 6</b>	<b>Developing Melodic Phrases</b> How Does Music Bring Us Together? 1 2 3 4 5 6	<b>Understanding Structure &amp; Form</b> How Does Music Connect Us with Our Past? 1 2 3 4 5 6	<b>Gaining Confidence Through Performance</b> How Does Music Improve Our World? 1 2 3 4 5 6	<b>Exploring Notation Further</b> How Does Music Teach Us about Our Community? 1 2 3 4 5 6	<b>Using Chords and Structure</b> How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon

## Appendix 2

### Further Music Opportunities

#### Instrumental Teaching

- Violin lessons- Reception to Y6
- Cellos- Y2- Y6
- Brass- Y4-Y6
- Woodwind- Y4-Y6
- African Drums- Y1-Y5
- Ukulele- Y1-Y6
- Guitar- Y1-Y6

#### Vocal Opportunities

- Choir- Y3-Y6
- Young Voices Club- Y1-Y2

### Appendix 3- Early Years

EYFS Statutory Framework 2021 – Reception		
Communication & Language	a	Listen attentively and respond to what they hear with relevant questions, comments, and actions.
	b	Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Personal, Social, & Emotional Development	a	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	b	Work and play cooperatively and take turns with others.
Physical Development	a	Negotiate space and obstacles safely, with consideration for themselves and others.
	b	Use a range of small tools (instrument beaters).
Literacy	a	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role play.
Mathematics		
Understanding the world		
Expressive Arts & Design	a	Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.