



May 23

To be reviewed May 2025

Introduction

This document is a statement of the aims, principles and strategies for the teaching and appreciation of Music at Kirk Smeaton CE Primary School. The policy reflects the requirements of the National Curriculum Statutory Orders; the Areas of Learning and Early Learning Goals around expressive arts and design within the Foundation Stage Curriculum, the Music Manifesto The power the DFE document 'Of music to change lives: a national plan for music education' which highlights the importance of singing in schools and states that every primary school child should have opportunities for sustained and progressive instrumental tuition free of charge or at a reduced rate. It also recognises the cross-curricular nature of music.

Aims

In teaching music we aim to:

- inspire pupils to develop a love of music and their talents as a musician.
- encourage children to sing with enthusiasm from an early age, free from inhibition.
- cultivate listening skills
- offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise
- encourage children to work individually and to co-operate with other
- foster a love and understanding of music through active involvement in listening, appraising, composing and performing
- develop pupil's confidence in their own musical ability
- build all pupil's social, cultural and spiritual development through music
- To increase their self-confidence, creativity and a sense of achievement

The universal language of music has an important contribution to make to the education of every child in developing creative, expressive skills and aesthetic awareness. Through the teaching of music, using a holistic approach children learn that performing, composing, listening and appraising. The fundamental skills, knowledge and concepts of music are acquired through the activities of:

- performing
- listening
- composing
- appraising

Children need to be able to understand and explore how music is created and communicated through the interrelated dimensions:

- pitch
- duration
- dynamics
- tempo
- timbre
- texture
- structure

KS1- Pupils will be taught;

- use their voices expressively and creatively by singing songs, 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 interrelated dimensions of music

KS2- Pupils will be taught;

- 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 understanding 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

Opportunities are provided to enable the children to

- develop their skill in singing and instrumental accompaniment from simple nursery rhymes through to complex rhythmic, melodic and part songs
- explore different aspects of composing and to adapt and refine their work before recording and performing it
- listen to a wide range of music, learning to recognise and discuss the interrelated dimensions, structures and differences and similarities in style
- use dance, movement, poetry/writing and art to respond to the character and mood or as a stimuli for their own compositions
- develop a sense of history through their learning activities by giving the children some knowledge of the music of different times, countries and culture
- demonstrate and perform the excellence in music achieved through practice
- learn to use and read standard musical notation.

Role of the Music Co-ordinator

- responsible for the day to day operation of the Music Policy
- auditing and resourcing the school's music equipment, as well as maintaining and organising its storage and use
- leading and liaising the whole school singing practices

The music co-ordinator will also:

- seek to enthuse the staff and children and promote high achievements
- monitor, evaluate and advise on the teaching of music in the Early Years
- Extra curricula activities North Yorkshire Education Authority provide specialist music teachers to give instrumental lessons during school time individually and in small groups. These lessons can be booked through
- Choir music club
- To support teachers in delivering the new curriculum by using the milestones.

Equal Opportunities and Special Educational Needs

The ethos of the school promotes a commitment to a broad and balanced curriculum for all. Teachers are aware of their responsibilities for SEN children and plan the curriculum with differentiated activities to allow each pupil access to the music curriculum in various ways:

- modifying instrumental parts
- adapting musical responses
- adapting instruments

Assessment, Recording and Reporting

Informal, continuous assessment of the progression in music will be part of the normal teaching process to ensure continuity and progression. Formative Assessments will be made during the lessons and reported to the parents through the written Annual Report in the Summer Term. All children are assessed termly in relation to emerging, expected and exceeding through teacher assessment which is collated on the foundation subject tracker.

Community Links

We encourage and warmly welcome visits by music specialists within the local community. We invite the community to join us for our services and plays. We have linked with the local Secondary School, pyramid of schools and alliance to develop Music.

Music Overview May 23

The school employs a Music teacher every fortnight (LV), she teaches the children the skills and the teachers then continue to support the children.

The children sing every Friday with the Headteacher (HC). We are in the process of setting up a choir with LV and LL (Pastoral) and they will meet each week.

The school hopes to take the children to young voices every 4 years, this will be for children in Y3-6.

Autumn	Starfish	Y1/2 Dolphins- Untuned Percussion	Y3/4 Lions- Tuned Percussion: Glockenspiels and boom whackers.	Y5/6 Eagles- Recorders
Music teaching LV /Teacher		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Explore the elements of Music through musical games and activities. Skills: Counting, rhythm, listening, turn taking, playing with music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Explore the elements of Music through musical games and activities.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Explore the elements of Music through musical games and activities.
Singing- HC	Harvest music- Autumn days. Harvest samba. Big red combine harvester. Do the dough. Down to the allotment. Thank you for harvest. School song. Christmas music- Makaton singing hands. it was on a starry night, in stable. Christmas songs.			
Performances-classes	EYFS Nativity Christmas service	KS1 Nativity Christmas service	Oct- Harvest – choir Dec- Christmas – KS2 carols, choir, whole school Christmas service.	
Spring				
Music teaching LV/Teacher		Use and understand staff and other musical notations. Children learn to follow pictorial notation, graphic scores, body percussion. Children create and perform their own compositions which they can represent.	Use and understand staff and other musical notations. Children learn to follow pictorial notation, graphic scores, body percussion. Children learn to read musical notation and have knowledge of the vocabulary of notes and their duration e.g. crotchet, quaver, rest.	Use and understand staff and other musical notations. Children learn to follow pictorial notation, graphic scores, body percussion. Children build on musical vocabulary and write notation on staves.
Singing HC	General: Everywhere around me, who put the colours of..., All things bright and beautiful, school song. Give me 1, give me 2. Spring song, if you can walk you can dance Pop songs- rule the world, greatest show, you've got the love, count on me. Easter songs- Easter hallelujah, servant king, Celebrate, when I think about the cross, shine Jesus shine. School song.			
Performances	Easter service		Easter service	
Summer				
Music teaching LV/Teacher		Circus project Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Circus project Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Circus project Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
Singing- HC	Summer: Here I am Lord, I'm special, walk in the light of the Lord, school song Pop songs- Greatest show. I'm yours. Somewhere over the rainbow. Greatest love of all- Whitney. Boulevard of Broken dreams. Some nights. Let me feel your love.			
Choir with LL	Summer: Wonderful world, Doe ray me, Oh Happy days, You are my sunshine			
Performances-classes				End of year play. End of year service. End of year assembly.
Whole school performance	All children to showcase their music and singing to parents.			