



Holme St Cuthbert Primary School



Primary Music Policy

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Statement of intent

At Holme St Cuthbert Primary School we believe that music embodies one of the highest forms of creativity, and we want the curriculum to engage and inspire our pupils to develop a love of music as well as their talent as musicians.

Additionally, we want our pupils to increase their self-confidence, creativity and sense of achievement. This should lead to pupils developing a critical engagement with music, allowing them to compose and listen to the best in the musical canon.

Signed by:

L Carini

Headteacher

Date: September 2018

N Hodgson

Music Lead Teacher

Date: September 2018

1. Aims

By the end of this phase, pupils will be able to:

- Perform, listen to, review and evaluate music across many periods through history as well as different 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 inter-related dimensions of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

2. Attainment targets

By the end of each key stage, the targets, skills and processes should be known, applied and understood by pupils.

3. 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 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.

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 inter-related dimensions of music.
- Listen, with attention to detail, and recall sounds with increasing aural memory.
- Use and understand 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, and develop an understanding of the history of music.

Music subject map

Music			
Year	Autumn	Spring	Summer
1	<p>Sing - follow instructions - make and control long and short sounds, using voices and instruments - imitate changes in pitch.</p> <p>Make a sequence of long and short sounds with help, clap longer rhythms. Make sounds that are very different (loud and quiet, high and low etc.)</p> <p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc). Listen to different moods in music.</p> <p>Know how some sounds are made and changed. With help, make sounds with a slight difference. Use voice in different ways to create different effects. Listen out for different types of sounds.</p>		
2	<p>Sing songs, following the tune (melody) well. Perform with others, taking instructions from the leader. Make and control long and short sounds using voices and instruments.</p> <p>Choose sounds to achieve an effect (including use of ICT). Order sounds to help create an effect. Create short musical patterns. Create a sequence of long and short sounds. Create short rhythmic phrases. Show control when playing musical instruments so that they sound as they should. Use changes in pitch to communicate an idea. Identify the beat in music. Recognise changes in timbre, dynamics and pitch.</p> <p>Listen carefully and recall short rhythmic and melodic patterns. Use knowledge of dynamics, timbre and pitch to organise music. Know how sounds can be made and changed to suit a situation. Music can be played or listened to for a variety of purposes (including throughout history and in different cultures).</p>		
3	<p>Sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Control the voice when singing. Play notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> <p>Compose and perform melodies and songs (including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose, order, combine and control sounds with awareness of their combined effect.</p> <p>Describe music using words such as duration, timbre, pitch beat, tempo and texture. Use these words to identify where music works well and how it can be improved.</p>		

4	<p>Sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show voice control when singing. Play notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing.</p> <p>Compose and perform melodies and songs (including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes.</p> <p>Describe music using words such as duration, timbre, pitch beat, tempo and texture. Use these words to identify where music works well and how it can be improved. Listen to several layers of sound and talk about the effect on the mood and feelings.</p>
5	<p>Sing in tune. Breathe well and pronounce words, change pitch and show control in singing. Perform in a round. Perform songs in a way that reflects their meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Improvise within a group.</p> <p>Create rhythmic patterns with an awareness of timbre and duration. Create music which reflects given intentions and uses notations as a support for performance. Describe music using musical words and use this to identify strengths and weaknesses in music</p> <p>Combine sounds expressively. Create songs with an understanding of the relationship between lyrics and melody. Use standard musical notation of crotchet, minim and semibreve. Read the musical staff and work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the staff.</p>
6	<p>Sing or play in tune from memory with confidence. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Perform showing expression. Hold a part in a round. Sing a harmony part confidently and accurately. Maintain a part with an awareness of what others are playing. Play the more complex instrumental parts (e.g. xylophone, flute, recorder, violin, cello or clarinet with control).</p> <p>Demonstrate imagination and confidence in the use of sound. Use ICT to organise musical ideas. Show thoughtfulness in selecting sounds and structures to convey an idea. Create musical patterns. Use a variety of different musical devices including melody, rhythms, and chords.</p> <p>Understand how lyrics reflect the cultural context and have social meaning. Use this knowledge to enhance compositions. Appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing.</p> <p>Use standard musical notation to both perform and record music. Use musical vocabulary to help understand how best to combine musical elements. Read notes and know how many beats they represent. Understand the different cultural meanings and purposes of music, use different venues and occasions to vary performances.</p>

Music

Year	Autumn	Spring	Summer
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