

# Music Policy

## Whitefriars School



**Approved by:** SLT  
**Effective from:** September 2022  
**Review date:** September 022  
**Next Review Date:** July 2023

## Intent



**Article 29:** *Your right to become the best that you can be.*

The pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments, musically listen with concentration and understanding to a range of high-quality live and recorded music. They will experiment with, create, compose and combine sounds using the inter-related dimensions of music.

At KS2, pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will learn to improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail whilst using staff and other musical notations. All pupils will learn about different cultural traditions as well as great western composers to develop an understanding of the history and context of music.

At KS3 pupils will continue to develop their musicianship skills through Performance, Composition and Listening and Appraising of different genres of music. Throughout KS3 pupils continue to develop their knowledge on the History of Music, studying the four main periods, baroque, Classical, Romantic and Modern. Pupils will use what they have learnt about the different genres and styles of music in composition tasks. These include rhythmic percussion pieces or through music technology using Cubas and other Music software to create popular music or music for films. Pupils will also further their understanding of Instruments and instrumental techniques by learning to play in groups or individually in a multitude of genres and style of music.

At KS4 and KS5 pupils develop their music skills further and use them in new contexts such as score analysis and understanding, listening activities as well as continuing to explore composition and performance on their chosen instrument. Pupils will learn how to identify key musical feature form a wide variety of music genres from the 1600 to the present day and study key Figures in the development of key musical genres such as Blues, Rock, Pop, Film, Game music, Baroque, Classical, Romanic, Modern, Folk, and Minimalism.

## Implementation



**Article 28:** *Your right to learn and go to school.*



**Article 31:** *You have the right to play and relax.*

The pupils learn a variety of music skills. These develop through the whole school, from the beginning of the primary section to the end of the secondary section. The part of the skill taught in each year group and each stage is well-designed and based on the through-school approach. Secondary section teaching is fully integrated with and builds upon the development of skills in the primary section. Pupils sequentially develop their listening, composition and performance skills as they progress through the school.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and the Statutory framework for the Early Years Foundation Stage, and enhances this according to the needs of our pupils.

In EYFS music is taught through the themes; A Unique Child, Positive Relationships and Enabling Environments. These themes ensure that learning and development in music is enabled through the aspects of; Hearing and Listening, Vocalising and Singing, Moving and Dancing and Exploring and Playing.

In the primary section Music is taught explicitly in a weekly lesson. Children have access to variety of tuned and untuned percussion instruments, with the main focus being on developing the children's auditory and rhythmic skills. The children's musical repertoire is expanded through nursery rhymes and action songs, which boosts their confidence to perform in front of the class, individually or in groups.

In KS1 music lessons, the pupils build and develop their learning and understanding of music from EYFS. They do this through playing different percussion instruments, continuing to use their voice as an instrument and listening to different songs from around the world. In Year 2 children are taught the skills to play a recorder. Pupils also learn about properties of notes. Children are taught to read some notes, which they apply during recorder lessons.

In KS2, the pupils learn about note duration and are taught to read rhythmic patterns of various complexity (semi breves, minims, crotchets and quavers). They are taught dynamics, expression, texture and other features of music. In Year 6, children will learn 5-6 chords on ukulele and use this to play an accompaniment to a range of songs.

Both KS1 and KS2 have a weekly signing assembly, where they practice their vocal skills and pitch and tempo.

In Key Stage 3 pupils have bespoke Music lessons. Pupils have one timetabled lesson per week in Years 7, 8 and 9. The curriculum fully builds on the primary section curriculum and continues the development of musicianship skills.

In Key Stage 3, pupils fully identify the musical features from a score of music and explain the features specific to various genres. They compose melodic, rhythmic and harmonic phrases for specific genres of music and develop an understanding of how chord progressions harmonise with melodic ideas. They perform as an individual and as part of a group using a variety of instruments and techniques. In doing so they fluently read notation and a piano score.

Pupils have the option of studying Music at GCSE level in Years 10 and 11. Pupils have the option of studying Music for one of their A-Levels. The curriculum has been designed so that Music teaching at GCSE and A-level fully develops from that taught in the earlier key stages. As such pupils are fully prepared for this higher level of study. GCSE and A-Level exam boards provide a lot of choice for schools regarding the content to be covered. The modules chosen reflect the needs and interests of our pupils as well as being fully integrated in our whole school curriculum. The modules taught include the learning of Historical periods of music along with genres in Popular music, Traditional music and 20<sup>th</sup> Century Music as well as developing further understanding of previously taught periods.

## Implementation - Skills

	<b>Listening and Appraising</b>	<b>Composing</b>	<b>Performing</b>	<b>Reading and Writing</b>
<b>EYFS</b>	Use voice to explore pitch, dynamics, pulse, tempo and short and long sounds	Use basic percussion instrument to create a short rhythmic piece.	Sing solos and as an ensemble creating a good sound.	Describe what notes are and what they look like.
<b>Year 1</b>	Use voice to explore pitch, dynamics, pulse, tempo and short and long sounds  Listen to songs and recognise they are from different parts of the world.  Listen to the tune played on the piano, guess the song and sing along	Use basic percussion instrument to create a short rhythmic piece.  Use basic singing styles to create a vocal piece.  Improvise simple vocal chants, using question and answer phrases.	Sing solos and as an ensemble creating a good sound.  Sing a number of songs from memory using actions.  Basic forms of ostinato, played along nursery rhymes	Describe what notes are and what they look like. Line or space?  Reading crotchets and quavers by naming them Ta's and Ti-Ti' s.
<b>Year 2</b>	Recognise the different types of pitch, dynamics, pulse, tempo, and short and long sounds  Through clapping, explore the difference between rhythm and pulse  Recorder: Sound, timbre, pitch	Using call and response to create improvised pieces using notes they know.  Develop vocal techniques to create varied vocal music. Create musical sound effects and short sequences of sounds in response to stimuli.	Develop ensemble skills identifying differences in rhythm and pulse.  Perform songs on the recorder Make a story (weather, transport etc) choosing and playing classroom instruments or sound makers.	Explain how music is written on the stave  Recognise different notated rhythms for crotchets, quavers and rests. Use the note reading skills (quaver and crotchet) to fill in the blank bars.
<b>Year 3</b>	Describe the elements of music using technical vocabulary.  Use the elements of music to describe a range of songs or performances and to provide feedback on the performances of others,  Listening to 2-3 different genres of music and use their imagination to describe their feelings and emotions.	Select instruments appropriately for a given purpose.  Compose a short piece of music in response to a stimulus.  Compose four bars of music showing an understanding of note value.  Understand the composer's intentions when writing a piece of music. Compose a music that has a beginning, middle and end in response to a stimuli.	Perform sequences of body percussion movements with control and accurate timing.  Play/sing/hum as a class or group in two parts.  Begin to perform rhythmic and melodic patterns.  Follow a beat and perform in time. Improve listening skills to correctly order phrases using hand movement or dots.	Read rhythmic notation including crotchets, quavers, rests, minims, semibreves and semi quavers.  Compose their own rhythmic compositions Stave, lines and spaces. Use dot notation to show higher or lower pitch.
<b>Year 4</b>	Critique and compare a variety of music using the elements of music.  Critique self and peer performances using elements of music. Recognise the orchestral instruments and identifying most of them by their sound	Consider the elements of music when composing a piece.  Make informed decisions about instrument choice.  Compose and improvise ostinato rhythms on instruments  Explain in more detail the intended effects of the composer's choices. Combine known rhythmic and melodic patterns to create an ensemble.	Hum /sing songs in parts maintaining own part with some support.  Sing songs with continually repeated part.  Sing/hum songs which demand greater control of pitch, dynamics, and rhythm accuracy.  Perform rhythmic and melodic patterns on a variety of percussion instruments, including a body percussion	Read rhythmic notation including crotchets, quavers, rests, minims, semibreves and semi quavers.  Write four bars of music showing an understanding of note value. Follow and perform simple rhythmic scores to a steady beat.
<b>Year 5</b>	Begin to identify music from different parts of the world and points in history, using key features as a reference.  Apply all the elements of music when listening to, appraising, comparing, and evaluating music in depth.  Appreciate and explain the difference between a composer and performer. Understanding of the structure of an orchestra, recognise the orchestral instruments and identifying most of them by their sound	Use a range of tuned and un-tuned instruments to create music for a variety of purposes.  Apply all the elements of music when composing music.  Compose a pentatonic melody.  Create a composition which includes a melody and ostinato. Improvise over a drone, using tuned percussion instruments	Confidently sing/hum a more demanding repertoire with harmonies, parts and rounds with control, expression, phrasing, and dynamics.  Keep in time with a group in both instrumental and vocal performance.  Perform with control, dynamics, tempo and awareness of others. Understanding the importance of various length rests, sounds, as well as importance of the conductor's gestures.	Read, write and understand rhythmic notation on a graphic score and stave.  Understand how pitch is differentiated on a stave  Further understanding the differences between semibreves, minims, crotchets and quavers; also minim and crotchet rests.
<b>Year 6</b>	Use all the elements of music fluently and expressively when describing longer, and more complex pieces of music.  Use some Italian terms when talking about pitch, tempo, duration and dynamics.	Explore, select, and combine a variety of different sounds and instruments.  Create music using notation (e.g. crotchets and quavers) Create own melodies and rhythmic patterns.	Confidently sing/hum a more demanding repertoire, parts and rounds with control, expression, phrasing, and dynamics.  Use a range of instruments accurately (e.g., given notes of chords) to create and perform.	Read, write, and understand rhythmic notation on a graphic score and stave- including triplet rhythm, staccato rhythm and negative rhythm  Play simple melodies on tuned percussions and keyboards.

	<p>Identify and describe key figures in music history, their influences and explain their impact on society and other musicians.</p> <p>Listening to recorded performances and using critical thinking.</p> <p>Use their imagination to relate to the title of the piece and be able to predict.</p>	<p>Add music to silent films, being aware of mood and character</p> <p>Create graphic scores using sounds created or using specific influences.</p> <p>Use chord changes as part of an improvised sequence.</p>	<p>Be able to provide an accompaniment (4 chords) to a song.</p> <p>Be able to perform and sing along the chorus to some pop songs.</p>	<p>Further develop the skills to read and perform pitch notation within an octave/pentatonic.</p>
<b>Year 7</b>	<p>Identify elements of music within different styles of music.</p> <p>Respond to multiple music stimuli and identify key features of the music including tempo, pitch, rhythm, structure, melody and harmony.</p> <p>Respond and give feedback on group performances in depth.</p>	<p>Create and develop short melodic and rhythmic phrases for specific genres or styles of music.</p> <p>Demonstrate use of basic chords progressions to harmonise with melodic ideas.</p>	<p>Develop basic musicianship skills and understanding of different instrumental techniques.</p> <p>Understand difference performance techniques for specific genres and styles of music.</p>	<p>Write using a range of different music notation including stave and graphic.</p> <p>Read and understand basic music notation and rhythm on the stave using the Treble clef.</p>
<b>Year 8</b>	<p>Identify and use the different elements of music within multiple genres. Use specific musical terminology.</p> <p>Respond to multiple music stimuli (different genres) and identify multiple key features of the music. Compare these key features.</p> <p>Respond and give specific feedback on group performances using music terminology including polyphonic and homophonic texture and allegro and andante texture.</p>	<p>Create and develop medium length melodic, rhythmic, and basic harmonic phrases for specific genres or styles of music.</p> <p>Use basic chords progressions to harmonise with melodic ideas.</p>	<p>Develop group and individual musicianship skills on a variety of instruments.</p> <p>Develop performance skills across genres and styles of music.</p>	<p>Identify basic music terminology and musical symbols within notated music.</p> <p>Identify terminological symbols within written music.</p>
<b>Year 9</b>	<p>Identify features from a score of music including time signatures, key signatures, pause marks, repeat marks and dynamic markings.</p> <p>Identify and respond to multiple music stimuli and identify key features that are specific to the genres.</p>	<p>Create and develop, medium to long length melodic, rhythmic, and harmonic phrases for specific genres or styles of music.</p> <p>Demonstrate understanding of primary and more complex chords progressions to harmonise with melodic ideas.</p> <p>Use appropriate instrumentation techniques to create group pieces for specific genres or styles.</p>	<p>Develop group and individual musicianship skills on a variety of instruments using appropriate instrumental techniques.</p> <p>Develop more complex performance skills across genres and styles of music.</p>	<p>Identify music terminology and musical symbols within notated music for different instruments and within scores.</p> <p>Develop music notation reading and follow of a piano score.</p>
<b>Year 10</b>	<p>Listen to music from different eras and identify key features and terminology from the different styles and genres of music that are specific to the eras.</p> <p>Explain how cadences, chord inversions and tonality are identified within music.</p> <p>Identify cadences, intervals and chordal inversions from examples demonstrated on keyboard.</p>	<p>Demonstrate appropriate instrumentation and composition techniques to create individual pieces for a set occasion or set brief.</p> <p>Demonstrate musical knowledge of composition using understanding of musical terminology, compositional techniques and instrumental understanding.</p>	<p>Demonstrate musical understanding of chosen instrument through multiple performance techniques.</p> <p>Use appropriate music techniques, and performance strategies for specific instruments across multiple genres and styles of music.</p> <p>Demonstrate musicianship skills in a specific field of performance e.g., Soloist and Ensemble player.</p>	<p>Demonstrate appropriate terminology, articulation, clefs, time signatures, key signatures and other musical symbols to identify key features of scores.</p> <p>Demonstrate staff notation in various clefs to write out music dictation.</p>
<b>Year 11</b>	<p>Listen to complex music and identify specific features of the music for the genre or style of the music.</p> <p>Explain how cadences, chord inversions and tonality are identified within multiple genres of music.</p> <p>Identify and notate cadences, intervals, and chordal inversions from aural examples in multiple musicals excerpts.</p>	<p>Use appropriate instrumentation and composition techniques to create individual pieces for a set occasion or set brief.</p> <p>Using articulation, time signature, tempo markings and other music symbols to develop the musicality of the piece for the listener.</p> <p>Demonstrate musical knowledge of composition using understanding of musical terminology, compositional techniques and instrumental understanding.</p>	<p>Demonstrate musical understanding of chosen instrument.</p> <p>Use appropriate music techniques, and performance strategies for specific instruments across multiple genres and styles of music.</p> <p>Demonstrate musicianship skills in multiple fields of performance e.g., Soloist and Ensemble player.</p>	<p>Demonstrate critical writing explanations of music along with examples from specific pieces of music.</p> <p>Demonstrate analytical skills in score reading and analysis.</p>

## Implementation – Content



Article 13: *Your right to have information.*

<b>EYFS</b>	Rhythm and pitch, nursery rhymes and action songs		Rhythm and pitch and percussion instruments		Rhythm and pitch and group/individual singing	
<b>Year 1</b>	Rhythm and pitch		Songs from around the world		Rhythm, animals and percussion	
<b>Year 2</b>	Recorders		Recorders part 2 and notation		Recorders and Improvising	
<b>Year 3</b>	Music of Africa		From Greeks to Romans and their music		The Orchestra	
<b>Year 4</b>	Water Music		Music from the Far East	Science, Sound and Music	Food and composition	
<b>Year 5</b>	Notation, Rhythm and pitch		Pictures at An Exhibition		The Music of South America	
<b>Year 6</b>	Music from the 1930s and 40s		Fanfares	Film Music	Popular Song	
<b>Year 7</b>	Introduction to Music	Soundscapes and Graphic Score	Britpop and British Rock	Reggae	Classical Roots of Music 1	World Music
<b>Year 8</b>	Rhythm and Percussion	Film Music	What makes a good song	Classical Roots of Music 2	Blues	Minimalism
<b>Year 9</b>	Music and Space	Music for Games	Folk Music, Sea Shanties and Latin Beat Music	Music for Advertising	Music for Dance and Parodies	The Development of the UK after WW2
<b>Year 10</b>	Western Classical Traditions 1600 -1750 and Composition and Performance			Popular Music, Traditional Music and Composition and Performance		
<b>Year 11</b>	Western classical Traditions 1900 onwards and Composition and Performance			Listening		

## Implementation – GCSE Music (AQA)

Component title	Content Overview
<p><b>Understanding Music</b></p> <p>40%</p> <p>1 hour and 30 minutes exam paper with listening exercises and written questions using excerpts of music.</p>	<ul style="list-style-type: none"> <li>• Western Classical Tradition 1610—1910</li> <li>• Popular Music</li> <li>• Traditional Music</li> <li>• Western Classical Tradition since 1910</li> <li>• Musical elements</li> <li>• Reading staff notation</li> <li>• Chords and chord symbols</li> <li>• Musical vocabulary and terminology</li> </ul>
<p><b>Performing Music</b></p> <p>30%</p> <p>Solo performance</p> <p>Ensemble performance</p> <p>Minimum of four minutes</p>	<ul style="list-style-type: none"> <li>• Instrumental performance</li> <li>• Use of technology in performance</li> </ul>
<p><b>Composing Music</b></p> <p>30%</p> <p>Composition in response to a brief</p> <p>Independent composition</p> <p>Minimum of three minutes</p>	<ul style="list-style-type: none"> <li>• Create and design effective use of musical elements</li> <li>• Technical and expressive control in the use of musical elements</li> <li>• Consideration of composition intention</li> </ul>

## Implementation – A-Level Music (AQA)

Component title	Content Overview
<p><b>Understanding Music</b></p> <p>40%</p> <p>2 hour and 30 minutes exam paper with listening exercises and written questions using excerpts of music</p>	<ul style="list-style-type: none"> <li>• Western Classical Tradition 1610—1910</li> <li>• Popular Music</li> <li>• Music for Media</li> <li>• Music for Theatre</li> <li>• Jazz</li> <li>• Contemporary traditional music</li> <li>• Art music since 1910</li> <li>• Musical elements</li> <li>• Reading staff notation</li> <li>• Chords and chord symbols</li> <li>• Musical vocabulary and terminology</li> </ul>
<p><b>Performing Music</b></p> <p>35%</p> <p>Solo performance</p> <p>Ensemble performance</p> <p>Minimum of ten minutes</p>	<ul style="list-style-type: none"> <li>• Instrumental / Vocal performance</li> <li>• Production: via music technology</li> </ul>
<p><b>Composing Music</b></p> <p>25%</p> <p>Composition in response to a brief</p> <p>Independent composition</p> <p>Minimum of four and a half minutes</p>	<ul style="list-style-type: none"> <li>• Create and design effective use of musical elements</li> <li>• Technical and expressive control in the use of musical elements</li> <li>• Consideration of composition intention</li> </ul>



## Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Teachers track and monitor development of skills and plan future learning accordingly.

Secondary section teachers complete class feedback logs to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons and examinations.

GCSE and Sixth Form pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. Pupils also complete two compositions. One is of the pupils own choosing and one in response to a brief set by the exam board. Pupils also complete two performances, a solo and an ensemble as part of their assessments.

This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the Music department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations.