



# MUSIC POLICY

## INTENT

At Wickersley Partnership Trust we aim to ensure our music curriculum is designed to sequence learning, through the progression of skills and knowledge, and embed the key skills that are required to develop their interest in Composing, Performing, Listening and Appraising.

The curriculum is designed to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. It develops an awareness of different genres and cultures and enables students to work independently or as part of a group. Musical knowledge, understanding and skills provide the frameworks and approaches that explain how music has developed over time. We aim to ensure that pupils develop a competence in reading musical notation and using this whilst developing a competence with key instruments. Each phase focuses on a particular instrument and students have the opportunity to progress to the next level of musical excellence.

Students have the opportunity to explore music performance and composition through the use of music technology.

## HOW WE INTEND TO REMOVE BARRIERS

In music we ensure there is a safe and supportive learning environment for pupils to create, explore and perform. Each lesson is differentiated to enable all students to access the music curriculum which allows them to develop their musical abilities. We support children who are less confident and encourage them to flourish.

### LITERACY

Through the music curriculum students are given the opportunity to make connections between print and spoken words. Students experiment with rhythm, words, tempo, and melody to support skills in reading aloud.

### NUMERACY

Throughout each year of the curriculum notation is used for composing and performing which become more complex over time. This covers patterns, rhythmic values which are measured in fractions in relation to a time signature indicating note values and measures of time. Music technology lessons cover the science of sound which involves the frequency of vibrations (Hz) per second.

### ORACY

From FS1 to KS4 students are given many opportunities and are encouraged to talk about their learning and opinions. Students regularly give verbal feedback when appraising music or evaluating a performance using the inter-related dimensions of music.

### VOCABULARY

Students are introduced to a wide range of musical vocabulary linked to the inter-related dimensions of music. Students develop a sufficient understanding of the key vocabulary and have regular opportunities to reinforce their understanding when discussing and appreciating a range of outstanding musical pieces throughout history or interpreting written music.

## HOW WE DEVELOP SKILLS FOR LEARNING

Students are given opportunities to develop their musical skills in each lesson and each scheme of work covers performing, composing and listening and appraising skills. These skills are revisited regularly through a variety of experiences and learning opportunities such as the reading of notation, exploring sounds, performing both alone and with others, music theory and a wide range of music styles and genres.

The development of skills are sequential and challenging and helps students move to the next stage of the curriculum.

Teacher assessment informs planning and progression within the curriculum.

## HOW WE FOSTER PERSONAL ATTRIBUTES

Through the enjoyable act of making music, we foster important social and emotional skills, such as self-regulation, self-confidence, leadership skills, social skills, socio-emotional intelligence and the curriculum demands independence, resilience and responsibility.

Within the curriculum, music exposes students to music and language from around the world and other cultures.

## HOW WE INTEND TO ENRICH STUDENT EXPERIENCES AND BROADEN THE HORIZONS OF STUDENTS

We are committed to ensuring students understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We aim to widen children's experiences beyond that which they may gain at home.

As part of our cultural capital experiences students are given the opportunity to perform in the wider community.

		EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
SKILLS AND KNOWLEDGE	TOPIC 1	<p><b>SINGING</b> <b>Musical learning focus</b></p> <p>Learning to sing along with nursery rhymes and action song Learning Outcomes. I know how to sing a variety of songs. I know how to recall a variety of songs. I know how to follow a lead.</p>	<p><b>MINIBEASTS</b> <b>Musical Learning Focus</b></p> <p>All the learning in this unit is focused on rhythms and notation. This is done through singing, clapping and performing rhythms from memory and notation.</p> <p><b>Learning Outcomes</b></p> <p>I know how to sing in tune throughout songs and pitch match. I know how to make and change sound on instruments using long and short sounds, understanding their differences. I know how to use symbols to record long and short sounds. I know how to perform to my class peers.</p>	<p><b>CHINESE</b> <b>Musical Learning Focus</b></p> <p>Perform, listen to and compose music from different cultures</p> <p><b>Learning Outcomes</b></p> <p>I know how to sing expressively. I know how to compose using the pentatonic scale. I know how to perform simple rhythms and melodic patterns on an instrument from memory. I know how to compose patterns</p>	<p><b>INSTRUMENTAL</b> <b>Musical Learning Focus</b></p> <p>Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument</p> <p><b>Learning Outcomes</b></p> <p>I know how to perform simple rhythmic and melodic patterns on an instrument from notation. I know how to develop my performance through practice and feedback. I know how to interpret simple notation</p>
	TOPIC 2	<p><b>SINGING</b> <b>Musical learning focus</b></p> <p>Learning to sing along with nursery rhymes and action song Learning Outcomes. I know how to sing a variety of songs. I know how to recall a variety of songs.. I know how to follow a lead.</p>	<p><b>MUSICAL STORIES / PERFORMANCE SKILLS I</b> <b>Musical Learning Focus</b></p> <p>Use their voices expressively and creatively by singing songs as part of a musical story.</p> <p><b>Learning Outcomes</b></p> <p>I know how to perform to my class peers. I know how to make up my own movement in response to different tempos. I know how to sing in tune through songs and pitch matching. I know how to take a lead in a group performance</p>	<p><b>SEA SHANTIES</b> <b>Musical Learning Focus</b></p> <p>Perform, listen to and compose music from different traditions</p> <p><b>Learning Outcomes</b></p> <p>I know how to sing expressively (musical elements) dynamics. I know how to lead a group in performance. (Small). I know how to perform to school peers using vocal and/or physical expression.. I know how to identify the strong beat in different pieces of music</p>	<p><b>INSTRUMENTAL</b> <b>Musical Learning Focus</b></p> <p>Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument</p> <p><b>Learning Outcomes</b></p> <p>I know how to perform simple rhythmic and melodic patterns on an instrument from notation. I know how to develop my performance through practice and feedback. I know how to interpret simple notation</p>
	TOPIC 3	<p><b>MY STORIES</b> <b>Musical learning focus</b></p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs.. I know how to perform sounds</p>	<p><b>BOOMWHACKERS</b> <b>Musical Learning Focus</b></p> <p>Play tuned (boomwhackers) instruments musically</p> <p><b>Learning Outcomes</b></p> <p>I know how to perform to my class peers. I know how to improve my performance by practising.</p>	<p><b>ROUNDS</b> <b>Musical Learning Focus</b></p> <p>Learn to sing and to use their voices through the inter-related dimensions of timber and structure.</p> <p><b>Learning Outcomes</b></p> <p>I know how to take part in 2 part songs. I know how to improve my performance by practicing based on feedback</p>	<p><b>INSTRUMENTAL</b> <b>Musical Learning Focus</b></p> <p>Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument</p> <p><b>Learning Outcomes</b></p> <p>I know how to perform simple rhythmic and melodic patterns on an instrument from notation. I know how to develop my performance through practice and feedback. I know how to interpret simple notation</p>
	TOPIC 4	<p><b>REFLECT, REWIND AND REPLAY</b> <b>Musical learning focus</b></p> <p>Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to tap out simple repeated rhythms.</p>	<p><b>HARVEST PRODUCTION</b> <b>Musical Learning Focus</b></p> <p>Use their voices expressively and creatively by singing songs as part of a musical story.</p> <p><b>Learning Outcomes</b></p> <p>I know how to perform to my class peers. I know how to make up my own movement in response to different tempos. I know how to sing in tune through songs and pitch matching. I know how to take a lead in a group performance</p>	<p><b>BOOMWHACKERS</b> <b>Musical Learning Focus</b></p> <p>Learn how to play musical instruments with increasing accuracy and control. Use and understand other musical notations through performances on the instrument</p> <p><b>Learning Outcomes</b></p> <p>I can perform to my class peers. I know how to improve my performance by practising</p>	<p><b>FRESH PRINCE OF BEL AIR</b> <b>Musical Learning Focus</b></p> <p>Develop an understanding of musical composition, organising and manipulating ideas within musical structures through the genre of Rap. Perform in solo and ensemble contexts with expression.</p> <p><b>Learning Outcomes</b></p> <p>I know how to identify the elements of music in different pieces of music and compare similarities and differences. I know how to identify the purpose of the music. I know how to compose a rhythmic and melodic piece. I know how to reflect on my composition using some specific terminology.</p>
	TOPIC 5	<p><b>ME</b> <b>Musical learning focus</b></p> <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to tap out simple rhythms.</p>	<p><b>RHYTHM AND PULSE</b> <b>Musical Learning Focus</b></p> <p>Use their voices expressively and creatively speaking chants and rhymes focusing on pulse and rhythms.</p> <p><b>Learning Outcomes</b></p> <p>I know how to make up my own movement in response to different tempos. I know how to use my body and voice to make sounds - using musical elements.</p>	<p><b>THREE LITTLE BIRDS</b> <b>Musical Learning Focus</b></p> <p>Use their voices expressively singing in the reggae style Play tuned and untuned instruments musically to add to the song.</p> <p><b>Learning Outcomes</b></p> <p>I know how to sing in tune through songs and pitch matching. I know how to make patterns with sounds - using musical elements. I know how to perform to my class peers</p>	<p><b>JAZZ</b> <b>Musical Learning Focus</b></p> <p>Appreciate and understand a Jazz music. Learn to improvise using the Blues scale / chord sequence.</p> <p><b>Learning Outcomes</b></p> <p>I know how to compose melodic phrases. I know how to identify syncopated beats. I know how to reflect on my compositions using some specific terminology. I know how to take part in 3 part songs</p>
	TOPIC 6	<p><b>EVERYONE</b> <b>Musical learning focus</b></p> <p>Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. Learning Outcomes. I know how to sing a variety of songs. I know how to explore different sounds.</p>	<p><b>BANANA RAP</b> <b>Musical Learning Focus</b></p> <p>All the learning in this unit is focused around two songs: Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style).</p> <p><b>Learning Outcomes</b></p> <p>I know how to identify a change in beat. I know how to identify the simple elements of music. I know how to sing in tune through songs and pitch matching. I know how to use my body and voice to make sounds</p>	<p><b>GLOCKENSPIEL</b> <b>Musical Learning Focus</b></p> <p>The learning is focussed around exploring and developing playing skills through the glockenspiel.</p> <p><b>Learning Outcomes</b></p> <p>I know how to perform simple rhythmic and melodic patterns on an instrument from graphic score/memory. I know how to improve my performance by practising based on feedback.</p>	<p><b>LIVING ON A PRAYER</b> <b>Musical Learning Focus</b></p> <p>Perform a piece using voices and musical instruments. Improvise and compose music to fit with the song. Appreciate and understand a wide range of music developing an understanding of the elements</p> <p><b>Learning Outcomes</b></p> <p>I know how to identify the elements of music in different pieces of music and compare similarities and differences. I know how to sing expressively</p>

		EYFS	KEY STAGE 1	LOWER KEY STAGE 2	UPPER KEY STAGE 2
SKILLS AND KNOWLEDGE	TOPIC 7	<p><b>MUSICAL GAMES / ONGOING SKILLS</b> <b>Musical Learning Focus</b> I can feel the beat and join in. I can identify simple instrumentation. I can perform sounds.</p>	<p><b>CALYPSO</b> <b>Musical Learning Focus</b> Perform, listen to, review and evaluate music from different cultures. <b>Learning Outcomes</b> I can sing in tune throughout songs and pitch match. I can identify the simple elements of music. I can include movement in response to the song. I can reflect on improving my work</p>	<p><b>SAMBA</b> <b>Musical Learning Focus</b> Learn how to play and perform samba music as an ensemble playing musical instruments with increasing accuracy, fluency, control <b>Learning Outcomes</b> I can perform simple rhythmic patterns on an instrument. I can follow a repeated pattern. I can improve my own performance by practicing based on feedback.</p>	<p><b>INSTRUMENTAL</b> <b>Musical Learning Focus</b> Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument <b>Learning Outcomes</b> I can perform simple rhythmic and melodic patterns on an instrument from notation. I can develop my performance through practice and feedback. I can interpret simple notation</p>
	TOPIC 8	<p><b>SAY HELLO TO LITTLE JO</b> <b>Musical Learning Focus</b> Use their voices expressively and creatively by singing songs as part of a musical story. <b>Learning Outcomes</b> I can recall a variety of songs and dances. I can improve my performance through repetition.</p>	<p><b>MUSICAL STORIES / PERFORMANCE SKILLS II</b> <b>Musical Learning Focus</b> Use their voices expressively and creatively by singing songs as part of a musical story. <b>Learning Outcomes</b> I can perform to my class peers. I can make up my own movement in response to different tempos. I can sing in tune through songs and pitch matching. I can take a lead in a group performance</p>	<p><b>INDIAN</b> <b>Musical Learning Focus</b> Perform, listen to and compose music from different cultures <b>Learning Outcomes</b> I can perform simple rhythmic patterns. I can compose melodic and rhythmic phrases. I can develop my performance through practice</p>	<p><b>INSTRUMENTAL</b> <b>Musical Learning Focus</b> Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument <b>Learning Outcomes</b> I can perform simple rhythmic and melodic patterns on an instrument from notation. I can develop my performance through practice and feedback. I can interpret simple notation</p>
	TOPIC 9	<p><b>OUR WORLD</b> <b>Musical Learning Focus</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. <b>Learning Outcomes</b> I can follow a lead. I can feel a beat and join in</p>	<p><b>BOOMWHACKERS</b> <b>Musical Learning Focus</b> Play tuned (boomwhackers) instruments musically <b>Learning Outcomes</b> I can perform to my class peers. I can improve my performance by practising</p>	<p><b>FILM MUSIC</b> <b>Musical Learning Focus</b> Understand and explore how film music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. <b>Learning Outcomes</b> I can compose a sound-scape. I can reflect on and improve my own work using basic terms</p>	<p><b>INSTRUMENTAL</b> <b>Musical Learning Focus</b> Learn how to play musical instruments with increasing accuracy and control. Use and understand staff notation through performances on the instrument <b>Learning Outcomes</b> I can perform simple rhythmic and melodic patterns on an instrument from notation. I can develop my performance through practice and feedback. I can interpret simple notation</p>
	TOPIC 10	<p><b>BIG BEAR FUNK</b> <b>Musical Learning Focus</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place <b>Learning Outcomes</b> I can make up my own movement in response to music. I can tap out simple repeated rhythms. I can talk about what I like and dislike</p>	<p><b>ORCHESTRA / PROGRAMME MUSIC</b> <b>Musical Learning Focus</b> Listen with attention to instruments of the orchestra and recall sounds with increasing aural memory. Experiment with, create, select and combine sounds in ternary form <b>Learning Outcomes</b> I can make patterns with sounds - using musical elements. I can use symbols to record long and short sounds. I can make sounds that reflect a topic.</p>	<p><b>BOOMWHACKERS</b> <b>Musical Learning Focus</b> Learn how to play musical instruments with increasing accuracy and control. Use and understand other musical notations through performances on the instrument <b>Learning Outcomes</b> I can perform to my class peers. I can improve my performance by practising</p>	<p><b>AFRICAN</b> <b>Musical Learning Focus</b> An understanding of Africa, their culture and music. Use and understand staff notation through rhythm grids. Compose music for a purpose. <b>Learning Outcomes</b> I can lead in a group performance. I can compose a repeated pattern. I can compose rhythmic phrases. I can develop my performance through practice and feedback.</p>
	TOPIC 11	<p><b>BOOMWHACKERS</b> <b>Musical Learning Focus</b> Play tuned (boomwhackers) instruments musically. <b>Learning Outcomes</b> I can perform sounds. I can follow a lead. I can improve my performance by repetition.</p>	<p><b>FRIENDSHIP</b> <b>Musical Learning Focus</b> Use their voices expressively singing the friendship song Play tuned and untuned instruments musically to add to the song. <b>Learning Outcomes</b> I can sing in tune through songs and pitch matching. I can make patterns with sounds - using musical elements. I can perform to my class peers.</p>	<p><b>UNDERSTANDING NOTATION</b> <b>Musical Learning Focus</b> Understand and explore appropriate music notation. <b>Learning Outcomes</b> Focus on standard staff notation and rhythms. I can recognise simple notation. I can perform simple rhythmic and melodic patterns on an instrument</p>	<p><b>RHYTHM RONDO</b> <b>Musical Learning Focus</b> Perform in an ensemble context using percussion instruments. Compose using rhythms in a rondo structure. <b>Learning Outcomes</b> I can perform simple rhythmic patterns from notation. I can interpret / use simple notation I can layer sounds to create effects. I can reflect on my compositions using some specific terminology.</p>
	TOPIC 12	<p><b>IN THE GROOVE</b> <b>Musical Learning Focus</b> Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing classroom instruments. Share and perform the learning that has taken place. <b>Learning Outcomes</b> I can explore different sounds. I can make my own music using different instruments</p>	<p><b>ZOOTIME</b> <b>Musical Learning Focus</b> Use their voices expressively singing the friendship song Play tuned and untuned instruments musically to add to the song. <b>Learning Outcomes</b> I can make and change sound on an instrument using long or short sounds, understanding their differences.</p>	<p><b>LEAN ON ME</b> <b>Musical Learning Focus</b> Perform a piece of soul / gospel music using voices and musical instruments. Improvise and compose music to fit with the song. Appreciate and understand a wide range of music developing an understanding of the elements <b>Learning Outcomes</b> I can sing in tune through songs and pitch matching. I can make patterns with sounds - using musical elements. I can perform to my class peers</p>	<p><b>HAPPY</b> <b>Musical Learning Focus</b> Perform a piece using voices and musical instruments. Improvise and compose music to fit with the song. Appreciate and understand a wide range of music developing an understanding of the elements <b>Learning Outcomes</b> I can sing expressively. I can perform to a wider audience using vocal expression. I can compose 3 note patterns using simple notation</p>