

Intent



Music Policy Autumn 2020

While the COVID-19 pandemic has changed many things, our curriculum intent continues to apply. The flexibility our curriculum provides, empowers us to make the decisions needed to provide a curriculum that is adaptable and responsive to the potential diverse needs of individual learners and will be vital during our Recovery Phase

Implementation

We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical activities. We provide opportunities for all children to sing and to listen to and appreciate different styles and genres of music. We teach them the skills of recognising and commenting on pulse, pitch, rhythm, timbre, dynamics and texture in music. We provide opportunities for children to work with others to make music and show how individuals compose and organise music. We also begin to teach them some of the features of musical notation and to develop an understanding of the history of music.

In the Early Years Foundation Stage, music contributes to a child's development in the area of expressive arts and design.

Music is often taught and used within other areas of the curriculum, to support and enhance the work done within the topics planned. Teachers have access to Music Express and Charanga, but are able to select from additional resources if required.

Additional opportunities: Children learn to play the recorder in year 4 and are offered the opportunity to learn to play an instrument with a private music teacher from year 5. Parents who want their children to participate make a contribution towards the cost of lessons and instrument hire.

Special educational needs and disability (SEND): At Upwell Academy we teach music to all children, whatever their ability. Music forms part of our desire to provide a broad and balanced education to all children and we appreciate that children can have strengths and weaknesses in different areas of the curriculum. SEMH is considered too and how children feel about performing in front of others, sometimes preferring to take a supporting role eg developing their role as a music technician.

Impact

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Additional evidence may be gained during school performances or other relevant events, and may be presented in the form of recordings or photographs. At the end of a unit a judgement is made about the knowledge and understanding of music for each pupil, as well as their use and understanding of key vocabulary. The attainment of each child is recorded termly.

	Elements of Music		Listening and Understanding		
	Elements	Notation	Instruments	Musical Terms and concepts	Types of Music
EYFS	Pupils in EYFS experience music in the following ways: <ul style="list-style-type: none"> • When doing their daily 'Dough Disco' children do this to a different piece of music/song each time, this could be a familiar nursery rhyme, a piece of classical music or a pop song. • Children listen to a variety of rhythms and clap these back to the teacher. • Children listen to a variety of music and respond to it through dance. • Children have access to percussion instruments in their outside area. • Songs are sung across the curriculum to develop learning e.g in maths or even for tidying up. • Untuned percussion instruments are used in singing sessions • Pupils take part in whole school singing assembly giving them exposure to a variety of songs. 				
Year 1	Rhythm, Melody, Harmony, Form, Timbre, Beat, Accents/stress, Short/long sounds, Fast, slow, Tempo, Pitch, Accompanies, Unaccompanied		Guitar, Piano, Trumpet, Flute, Violin, Drum, String, Keys, Symbol, Tuned, Untuned, Pedal		
Year 2	Beat, Accent, Pitch, Volume, Loud, Soft, Melody, Rhythm, Phrase, Tembree, Tone, Accompanied, Unaccompanied	Crotchet Minim Semi-breve		Composer, Orchestra, Brass, Woodwind, Percussion, Strings, Baton	Opera, ballet, Instrumental, jazz
Year 3	As above & Verse, Chorus, Refrain, Speed	As above & Stave, Treble clef, Rest	Symphony, String family, Brass, Woodwind, Percussion, Violin, Viola, Cello, Double Bass, Percussion family:		Folk Classical Patriotic

			Timpani, Xylophone, Maracas, Symbols, Tambourine Keyboard, Piano, Organ, Keys, Pedal, Harpsichord		
Year 4	Rhythm, Melody, Harmony, Form, Timbre, Accents, Beat, Pitch, Volume, Round, Refrain, Verse, Chorus, Notes, C Major	All the above & Bar line, Staff, Quaver, Time signatures (4/4, 2/4, 3/4) Very soft, Soft, Loud, Very loud	Strings, Brass, Woodwinds, Percussion, Trumpet, French horn, Trombone, Tuba, Clarinet, Oboe, Bassoon		Biographical profiles
Year 5	Rhythm, Melody, Harmony, Form, Timbre, Volume, Pitch, Legato, Staccato, Verse, Chorus, Phrase	All the above & Repeat, Quaver, Time signatures (4/4, 2/4, 3/4), Soft, Very soft, Loud, Very loud, Tide, Dotted, Sharp, Flat, Da Capo, De Capo Al fine	Vocal range: Soprano, Mezzo, Soprano, Alto, Tenor, Baritone, Bass		Overture Gregorian Chant
Year 6	Rhythm, Melody, Harmony, Form, Timbre, Pitch, Rhythm, Syncopated, Accelerando, Ritardando, Crescendo, Diminuendo, Legato, Staccato, Rounds, Canons, Harmony, Verse, Refrain	All the above & Moderately soft, Moderately loud, Middle C, Tide notes, Dotted, Sharps, Flats, Di Capo, Di Capo Delfino, Semi quavers, Semi breve			Polyphonic Canons Rounds Folk Music Spiritual