

Music Policy

Introduction

Music is a foundation subject in the National Curriculum. This policy outlines the intent of music at Ellingham and implementation is the responsibility of all teaching staff, overseen by the co-ordinator.

Intent

At Ellingham we want our children to enjoy and appreciate music through listening, participating, composing or performing, because we believe that this will enhance their quality of life physically, emotionally and mentally now and in the future. Whilst learning to perform songs, the children are also learning to listen and appraise pieces of music, compose and use instruments to improvise and to perform using musical notation, continually building upon previously learned knowledge and skills. Music encourages interaction with others, and performance in particular builds a team approach. It also gives every child the chance to identify and celebrate their own improvement as they rehearse skills.

Our teaching of music offers a variety of songs and music from different cultures, and the children learn not only about the musicians who make the music, but also about the world through the cultural variety of song styles, instruments and lyrics. The process of reading and learning song lyrics supports reading and understanding, whilst the melodies can make learning facts easy to remember. Our music curriculum supports the multisensory teaching of fundamental maths skills e.g, counting, grouping, sequencing, pattern making etc and, in order to produce a good sound on an instrument or with a voice the children naturally learn from experience about the scientific elements involved e.g. vibration, force and how the body can be used to create a better performance.

The weekly school choir, which is open to all KS2 children, helps children to learn how discipline, teamwork and persistence in practice leads to improvement, accomplishment and celebration. We regularly perform at the Primary Festival of School Choirs, which is held annually at the Rose Theatre Kingston. Many children have overcome their nerves to take their place on

the stage; it is a truly wonderful experience for all involved – children, teachers and parents. The choir help to lead the weekly singing assembly, and perform at school events such as the Christmas concerts and the summer fair. The choir is open to all key stage two children, irrespective of musical ability.

Whole School Overview - Units

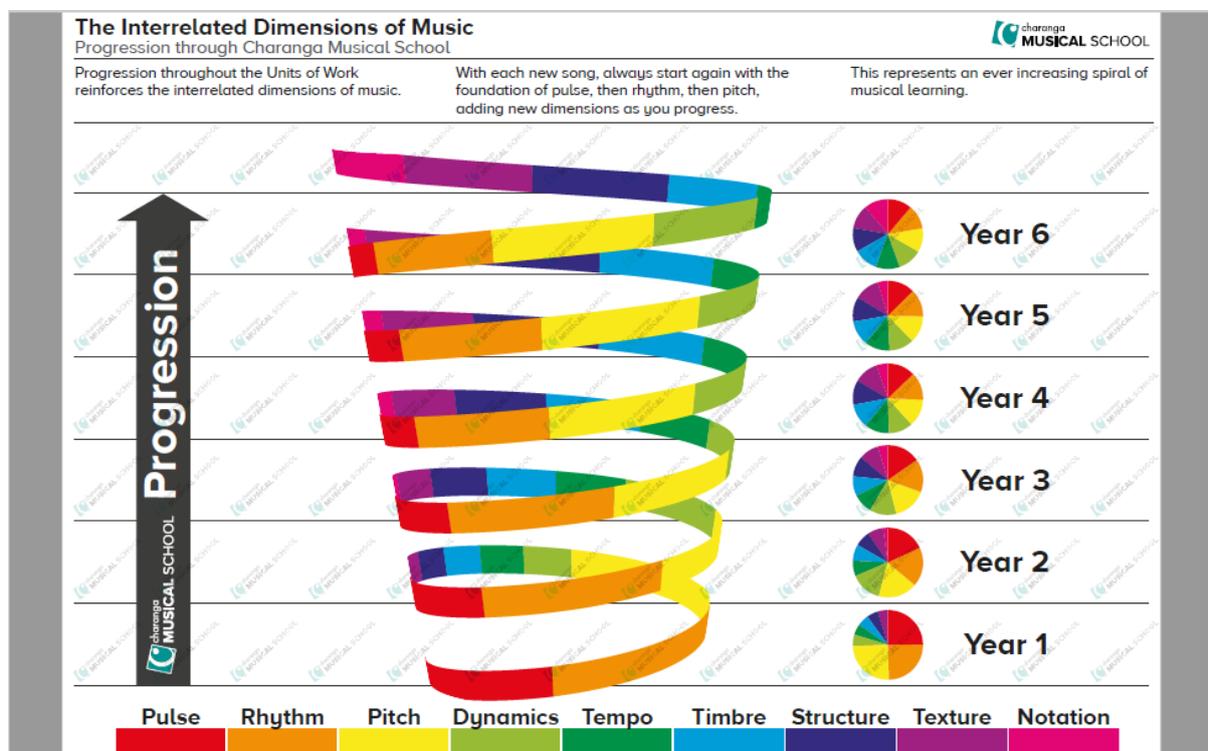
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and The Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 3 OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	New Unit (Preview) 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Whole School Overview – Skills and Knowledge Progression

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables

a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for teachers to plan for their teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral.



Progression of skills

Music

2 to 3 Year Olds

Exploring Media and Materials

- Joins in favourite songs
- Creates sounds by banging, shaking, tapping or blowing.
- Shows an interest in the way musical instruments sound.

3 to 4 Year Olds

Autumn	Spring	Summer
Exploring Media and Materials <ul style="list-style-type: none"> • Sings a family rhyme • Enjoys dancing 	Exploring Media and Materials <ul style="list-style-type: none"> • Sings songs • Enjoys joining n with ring games 	Exploring Media and Materials <ul style="list-style-type: none"> • Makes up simple songs • Beginning to move rhythmically • Engages in dramatic/make believe play with others
Being Imaginative <ul style="list-style-type: none"> • Uses movement to express feelings • Notices what adults do, imitating what is observed • Clap to a song • Sing simple rhyme 	Being Imaginative <ul style="list-style-type: none"> • Creates movement in response to music • Engages in imaginative role-play based on own first hand experiences • Tap a beat • Sing simple song 	Being Imaginative <ul style="list-style-type: none"> • Uses realistic toys in pretend play • Uses their imagination in play • Makes up rhythms • Explores and learns how sounds can be changed

4 to 5 Year Olds

Autumn	Spring	Summer
Exploring Media and Materials <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances 	Exploring Media and Materials <ul style="list-style-type: none"> • builds a repertoire of songs and dances. 	Exploring Media and Materials <ul style="list-style-type: none"> • Sing songs, make music and dance, and experiment with ways of changing them
Being Imaginative <ul style="list-style-type: none"> • Use a range of objects to imitate play (real, pretend, abstract) 	Being Imaginative <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • 	Being Imaginative <ul style="list-style-type: none"> • Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm in The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C,E,G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
2	Spring 1	I Wanna Play in A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

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Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/A	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/A	N/A	C, D	C, D	N/A	C,D,E,F	C,D,E,F	N/A
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/A	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/A	N/A	N/A	C,D,E	C,D,E	C,D,E
4	Spring 1	Stomp	Singing, rapping and lyric composition						Singing, rapping and lyric composition			Singing, rapping and lyric composition			
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

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Units of Work			Differentiated Instrumental Progression						Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F,G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision						Consolidation and Revision			Consolidation and Revision			

Please see <https://kingston.charanga.com/scheme/> for a detailed breakdown of the skills progression

Planning, assessment and monitoring

Using Charanga, teachers will use 6 lessons each half term.

Lesson 1 - introduces the main song

Lesson 2 introduces an instrument (we currently have a class set of glockenspiels, and one class has a set of recorders)

Lesson 3 – opportunities for improvisation

Lesson 4 - opportunities for composition

Lessons 5 and 6 – reviewing and bringing together elements and skills of previous lessons

Each Charanga lesson plan has guidance for continuous assessment, which the teacher will complete at the end of the lesson.

In order for the music specialist/lead to support members of staff, teachers are required to be asked to record their class's singing, improvisation and composition during the lesson on weeks 1 and 5 (or end of half term) and save these on their class group in Charanga. The music lead can then access these files and work with teachers to help identify any areas of need and support them in future planning.

As well as the compositional opportunities on Charanga, these can also be done on paper and saved for assessment.

Reporting of children's progress in music occurs annually, with a written report at the end of the academic year but may also be discussed and reflected on at parents' evenings.

Additional Information

Concerts, workshops and theatre trips to be added to the calendar