

Woodbridge Junior School



Music Policy 2020

Contents	
Curriculum Intent	3
Implementation	3
Musical Progression	4-5
Styles and Cross Curricular Links	6-7
The role of the Music curriculum leader	8
Teaching Strategies	8
Learning Styles	8
Cross curricular links	9
Resources	9
Impact	9
Equal Opportunities	9
Inclusion	10

Curriculum Intent

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

At Woodbridge, we follow the National Curriculum for Music.

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to review and evaluate music across a range of historical periods, 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: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Implementation

Music is taught in whole class sessions once per week using Charanga. All staff have received Charanga training.

Singing lies at the heart of good music teaching and, with this in mind, children participate in whole school singing assemblies once per week. Singing plays an important part when the whole school comes together e.g. celebration assemblies, Christmas performances and other special occasions such as Easter and charity days. Singing is also used throughout other subject areas to embed learning, for example, all year groups are currently learning multiplication through song.

Via Derbyshire Music Service, we are able to provide opportunities for tuition in clarinet, flute, piano, percussion and guitar instruments. These lessons are taught by peripatetic specialist music teachers and are paid for by parents. A proportion of pupil premium funding is also allocated to provide music lessons for children, who would not normally be able to access lessons for financial reasons. As well as this, children may also sign up for our after school club choir, which runs every Monday after school at no cost to parents. Our school choir is given many opportunities throughout the school year to perform at events such as, Young Voices and the Alfreton Christmas light switch on.

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	Stop!	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, Smibreves, 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		



Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medlum note range (concert)	Melody note range (concert)	Easy note values	Medlum note values	Melody note values	Easy	Medlum	More difficult	Easy	Medlum	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,BC	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		

Styles and Cross-Curricular Links - KS2

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
3	Autumn1	Let Your Spirit Fly	R&B, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.	There Was A Monkey - Britten - KS2 (see Freestyle).
	Autumn 2	Glockenspiel Stage 1	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Glockenspiel Stage 2 - KS2 (Scheme Year 4). Using scores/notation in the units.
	Spring 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.	Zootime - KS1 (Scheme Year 2). Britten -There Was A Man Of Newington - KS2 (see Freestyle).
	Spring 2	The Dragon Song	Music from around the world	Friendship, kindness, acceptance, the environment, creativity.	Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).
	Summer 1	Bringing Us Together	Disco/Anthem	Music unites us, friendship, kindness.	Friendship Song (Scheme Year 2).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 3	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 3 units.
4	Autumn1	Mamma Mia	ABBA	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Other units that relate to the 80s Livin' On A Prayer - KS2 (Scheme Year 5). Don't Stop Believin' - KS5 (see Freestyle).
	Autumn 2	Glockenspiel Stage 2	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Using scores / notation in all units.
	Spring 1	Stop!	Grime, Classical, Bhangra, Tango, Latin Fusion	Composition, bullying.	The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).
	Spring 2	Lean On Me	Gospel	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	A New Year Carol - Gospel version -KS2 (Scheme Year 6). Reflect, Rewind and Replay - History of Music.
	Summer 1	Blackbird	The Beatles	Civil rights. The development of Pop music.	Dancing In The Street (Scheme Year 6).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 4	Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 4 units.

Style and Cross-Curricular Links - KS2

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
5	Autumn1	Livin' On A Prayer	Rock	How rock music developed from the Beatles onwards. Analysing performance.	I Wanna Play In A Band - KS1 (Scheme Year 2). Don't Stop Believin' - KS2 (see Freestyle).
	Autumn 2	Classroom Jazz 1	Jazz	History of music - Jazz in its historical context	Classroom Jazz 2 - KS2 (Scheme Year 6). Supports improvisation generally in previous units.
	Spring 1	Make You Feel My Love	Pop Ballads	Historical context for ballads.	Mamma Mia - KS2 (Scheme Year 4).
	Spring 2	The Fresh Prince of Bel Air	Hip Hop	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Hey You! - KS1 (Scheme Year 1).
	Summer 1	Dancing In The Street	Motown	The history of Motown and its importance in the development of Popular music. Civil rights.	Happy - KS2 (Year 6). Blackbird - KS2 (Year 4).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 5	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 5 units.
6	Autumn 1	Happy	Pop/Motown	What makes us happy? Video/project with musical examples.	Motown - Happy KS2 (Year 6), Dancing In The Street KS2 (Year 5)
	Autumn 2	Classroom Jazz 2	Jazz, Latin, Blues	History of music - Jazz in its historical context	Classroom Jazz 1 (Scheme Year 5). Supports improvisation generally in other units.
	Spring 1	Benjamin Britten - A New Year Carol	Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.	Christmas units: Lean On Me - Gospel - KS2 (Scheme Year 4). In The Groove - Bhangra - KS1 (Scheme Year 1).
	Spring 2	Music And Identity	Coming soon...		
	Summer 1	You've Got A Friend	The music of Carole King	Her importance as a female composer in the world of popular music.	Make You Feel My Love - Adele KS2 (Year 5).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 6	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 6 units.

The role of the Music curriculum leader

Music is managed by a curriculum leader and involves additional liaison with the head teacher. The implementation of this policy is the responsibility of all teaching staff. In addition he/she will:

- Devise and revise annually a plan for the improvement of standards in the subject and resourcing of the subject, which reflects whole school aims, policies and targets.
- Monitor progress towards the targets in the subject development plan.
- Ensure curriculum coverage, continuity and progressions in the subject for all pupils.
- Provide guidance on the appropriate choice of teaching and learning methods.
- Advise on the provision of high quality professional development and lead INSET as needed.
- Attend relevant courses and network meetings.
- Establish the resource needs for the subject.
- Ensure the effective and efficient management and organisation of learning resources, including ICT.
- Annually, carry out a subject audit to enable informed judgements to be made to enable an improvement of standards in the subject and resourcing of the subject, which reflects whole school aims, policies and targets.
- Organise, alongside administration staff, peripatetic music and choir events within school, to ensure children have equal access in line with the school's inclusion policy.
- Co-ordinate musical performances to the whole school and parents on a regular basis to showcase talents and progress.

Teaching strategies

Lessons are generally organised with an equal emphasis on whole class, individual and group activities. By using Charanga, teachers have access to a clear scheme of work, which is differentiated and allows progression throughout each unit. Lessons are structured with whole class introductions and plenaries. New techniques and musical vocabulary are teacher-demonstrated, and to increase motivation children are frequently given the opportunity to perform to peer audiences with the aim, that children will also be given the opportunity to perform to wider audiences in the future. Children are also given the opportunities to listen to a range of music and encouraged to discuss their opinions.

Learning styles

Music has a vast scope for accommodating a range of learning styles and multiple intelligences. Children consistently work in *collaborative* compositional situations, their *observational* skills are being developed by following visual prompts such as graphic notation as well as musical notation, they are encouraged to be *creative* when improvising or composing from a stimulus, and develop *problem-solving* when performing within a specific set of criteria.

Cross-curricular links

Music contributes greatly to the spiritual, moral, cultural and social development of children through participation in varying size group performances. Sound is also taught in science and can be linked to music. Children can also create sound effects when story telling.

Resources

All musical resources are kept in the cupboard at the end of the year 4 corridor. We have a range of both tuned and non-tuned percussion, recorders and a keyboard, all stored in the cupboard. Every teacher has their own log in to Charanga, which is full of resources to support the delivery of the music lessons within each unit of work. We also use 'Out of the Ark' for assembly singing and year 3 are currently in possession of ukuleles (borrowed from Derbyshire music service).

Impact

Music is assessed using a variety of methods. Due to creative and spontaneous nature of the subject, most assessment is formative and based on teacher observation and improvement prompts can be given verbally. Photographs, audio recordings and videos of the children's work are kept in the Music folder, located on the school server. Verbal feedback is given to children so they can improve.

Summative assessment will occur once per term, Autumn 1, Spring 1 and Summer 1. The individual class teacher can choose which components of music they will concentrate on at each assessment point based on their curriculum. The areas covered for assessment will be singing, listening & appraising, performing, playing instruments, musical games, improvisation and composition.

Children's achievement is most frequently monitored through observation of their performance in assembly and productions; these may be recorded using audio and visual recording devices. Additionally, throughout the year examples of children's work are collated in from each year group; these are usually photographs and recordings of musical activities, using the class Ipad. Evaluation and feedback is shared through verbal communication. Any action resulting from these evaluations will be included within the school improvement plan.

Equal Opportunities

All children have the right to full and equal access to the curriculum and to the wider opportunities offered by Woodbridge Junior School. No child will be disadvantaged due to gender, ethnicity, disability, religion, sexuality, social class, culture, age, differing ability, language or home background. We will also challenge inequality and stereotyping on any of these grounds.

Inclusion

We pride ourselves on being an inclusive school. This means that teaching, learning, assessment and all wider school activities are planned with full consideration of the abilities, needs and strengths of our children. Individuals or groups who are under-achieving; higher attaining children and those who we identify as vulnerable (including those in receipt of Pupil Premium, Armed Forces or Looked-after child additional funding) will be identified and their specific needs targeted through quality first teaching, small group and/or 1-to-1 interventions.

L. Gallimore

Music Policy

November 2020

Review Date November 2022