

# Music Policy

*This policy should be read in conjunction with The National Curriculum for Music*

## The Context of our School and its Curriculum

Our Shared Vision & Values		 <b>Aspire to Achieve</b>
<b>A S P I R E</b>	We are ambitious to <b>ACHIEVE</b> ;	we aim high, anything is possible!
	We show <b>SELF-RESPECT</b> ;	we support each other with empathy, tolerance and quiet confidence.
	We are <b>PROUD</b> ;	positive, practical and we persevere.
	We want to be <b>INSPIRED</b> ;	show our creativity, "Dream Big".
	We demonstrate <b>RESILIENCE</b> ;	we learn from our mistakes, are reflective and reciprocal, take responsibility for our actions.
	Everyone is <b>EQUAL</b> ;	there are exciting experiences at Carlton Road for all.

Carlton Road Academy is a two-form entry school with our own attached Nursery based in Boston, Lincolnshire. With a cohort drawn from the immediate area, the school serves a diverse community with a greater-than-average number of EAL and Pupil Premium students; mobility is high. As a result is key that our approach to teaching and learning is accessible to all children, regardless of their background. Our ethos "Aspire to Achieve" is embedded throughout the school, it's curriculum and our knowledge expectations – we expect our children to "Aim High and "Dream Big".

Our "Aspire" curriculum brings to life the school's ethos and values. It embraces the whole child and their success in education – both academic ambition, practical skills and social achievements. At the same time, we expect the children to be proudly responsible of and for their own efforts, to

persevere when the going is not always easy thereby making their individual contribution to the shared, equalitarian and democratic learning experience at Carlton Road.

## Curriculum Intent

### Music

***Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum).***

Music is a language that all learners at Carlton Road Academy can understand and be part of. The aim of our music curriculum is to prepare the children for the future, both in education and in life. Children at Carlton Road Academy will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. It is our intention to inspire pupils to want to shape the future; and with an exciting and engaging Music curriculum, we believe we can achieve this.

Our curriculum promotes	<b>A S P I R E</b>	<b>Achievement,</b>	all learners are academically ambitious, aim high, maximising their own potential from their considerably different starting points. Everyone reads with enjoyment and enthusiasm. Anything is possible!
Our curriculum instils		<b>Self-respect,</b>	creating confidence, tolerance and mutual respect within the whole school community, children support and encourage each other upholding British Values.
Our curriculum promotes pupil's		<b>Pride,</b>	they feel part of something bigger, maintain positivity, take pleasure in their work, using both practical skills and their own mindset to help them persevere.
Our curriculum enables students to be		<b>Inspired;</b>	its varied content and wide-reaching subject matter offers a wealth of learning opportunities that encourage creativity, from close to home and further afield; we "Dream Big" at Carlton Road.
Our curriculum develops learners who are		<b>Resilient</b>	to be honest in their understanding and learn from their mistakes, overcome setbacks and challenges, to take responsibility for their own learning, to be reciprocal and reflective in lessons.
Our curriculum embodies		<b>Equality;</b>	everyone is entitled to exciting experiences, cultural, sporting and enriching and to have their views and voices heard.

### What our intent looks like in Music

At Carlton Road Academy, we aim to provide children with the opportunity to progress to the next level of their creative excellence, encouraging and enabling children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres throughout their learning experience.

<b>A</b>	<b>Achievement</b>	By the end of every lesson, children will achieve by either listening, singing, playing, evaluating, analysing, or composing. Teachers will set high standards of expectations which are the same as in core subjects. Questioning throughout the lessons will extend knowledge and test reliability. Through questioning, the children are encouraged to consider and mimic the sounds they hear, identify instruments or voices used, and use musical language to describe the style, how is the piece structured and so on. Cues for these questions are provided along with the answers.
<b>S</b>	<b>Self-respect</b>	Children develop confidence through playing a range of instruments and singing different genres of music, both in groups and independently. Peer evaluation of group tasks show respect and support of others in the class.
<b>P</b>	<b>Pride</b>	Performance is at the heart of musical teaching and learning at Carlton Road and pupils participate in a range of performances during their school 'career'. These include nativities (KS1) and a leavers performance (Year 6) as well as an end of year performance for the whole school. Pride of performance is paramount, and children will have the chance to perform in solo and ensemble contexts, using their voices and playing musical instruments expressively and creatively.
<b>I</b>	<b>Inspired</b>	Children are inspired by a wide range of musicians, developing awareness of different musical genres and composing their own music by experimenting with, creating, selecting and combining sounds for a range of purposes.
<b>R</b>	<b>Resilient</b>	Children will build resilience in learning to sing new songs and play new instruments through varying music styles and periods. They will be challenged in analysing, evaluating and developing their own compositions but also in questioning themselves and enjoying working hard.
<b>E</b>	<b>Equality</b>	Each child, during their time at Carlton Road Academy, will learn how to play a number of both tuned and untuned instruments. They will take part in solo and ensemble performances, school performances and singing assemblies as well as watching live performances by visitors and visiting concerts throughout their learning journey in Music. <sup>1</sup>

<sup>1</sup> NB Not all experiences have been able to be carried out the last two years because of Covid-19.

## Curriculum Implementation

### How we deliver our curriculum:

Teaching and learning turns “thinking” (the task of the working memory) into “knowledge” (our long-term memories) that can be recalled and used again and again.

The table below demonstrates the types of knowledge the children acquire and what that looks like in Music.

	Forms of Knowledge	What that knowledge looks like in school	What that knowledge looks like in Music
<b>A</b>	<b>Academic Answers</b>	Children encounter facts and learn knowledge that is ‘known’ for example: number bonds, spellings, capital cities, the wives of Henry VIII, colours. Facts that can be straightforwardly shared, memorised and recalled.	Children will develop a growing awareness of the interrelated dimensions of music. They will know that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations which will be applied appropriately throughout their musical journey in school. They will know the terms related to ‘pitch’, ‘duration’, ‘dynamics’, ‘tempo’, ‘timbre’, ‘texture’ and ‘structure’ and be able to describe these in various pieces of music discussed in lessons. They will know how to recognise the sound of, identify and name percussion and orchestral instruments (knowing the instrument families) and also be able to talk about the different types of male and female voices such as ‘soprano’, ‘alto’, ‘tenor’ and ‘bass’.
<b>S</b>	<b>Situational and Symbolic</b>	Children interpret knowledge in the context of what they comprehend from the cultures they know (context, community heritage). This includes their understanding of symbols such as: written, gestures, body language, pictorial, coded (such as computers or road signs).	Children will know how to identify notes on the staff and be able to use standard musical notation including: minims, crochets, quavers and semibreves, as well as other musical symbols such as dynamics (forte and piano), rests, bar lines, time signature, treble and bass clef, repeat marks and accidentals.
<b>P</b>	<b>Practical – the ‘How to?’</b>	Children learn practical knowledge when they need to know the ‘How to...’e.g., ride a bike, read a map. The knowledge may come in steps or stages. It could be written down to follow like a recipe or automatically retrieved, once learnt, such as how to swim.	As part of our Music lessons, children will learn how to use their voices expressively and creatively by singing songs and speaking chants and rhymes, increasing in accuracy, fluency, control and expression through the years. They will learn how to sing a variety of songs, both accompanied and unaccompanied in different styles, conveying different moods and structures. Children will also learn how to play both tuned and untuned instruments.
<b>I</b>	<b>Implicit and Incidental</b>	Implicit knowledge often is unconsciously obtained, and we may not recall learning it or be able to verbalise it: such as how to walk or talk. It builds on past experiences.  Incidental knowledge is similar in that we acquire it from experiences, but these are unplanned or unintended.	The Music curriculum is progressive throughout the school. The children will come to know and be familiar with a range of terms for example; ‘pitch’, ‘tempo’ and ‘structure’. They will encounter these in every music lesson throughout their time at Carlton Road Academy, and each time they will build on their prior knowledge until it becomes implicit. Children will begin to use incidental knowledge that they have acquired from previous experiences, for example by comparing two pieces of music and discussing their similarities and differences. This will also come into light when children learn various notations of music (notes on a staff, rests and dynamic marks etc.), noticing it is the same for other instruments and using this knowledge to play new instruments.
<b>R</b>	<b>Relationships and Real Life</b>	This is knowledge that supports children build relationships and understand how social interactions work; the knowledge behind ‘real life’ skills such as empathy, friendship, honesty. For some it comes naturally, most children need a level of coaching to acquire it.	Singing well together has a deep impact on the school community, helping to strengthen the identity of the school and making pupils feel proud to be part of it. Pupils, teachers, governors and parents alike enjoy the sense of community that singing brings to school life. The end of year school performance provide all children with the opportunity to sing collectively and enjoy the feeling of music and how it brings us all together.
<b>E</b>	<b>Experiences and Experts</b>	This is knowledge built up from a range of experiences both undertaken or encountered personally such as a visit to a place of historical interest, it may be explicitly taught, or delivered by an “expert” such as a professor, or sensorily observed such as an experiment.	As part of the processes in music (Listening, Appraising, Singing, Composing and Performing), we endeavour to provide our pupils with a range of music from different genres through time. We believe giving them experiences from different periods in history give them a more rounded knowledge and understanding of how music has changed. This also gives children the opportunity to experiment both with improvising and composing different styles. During their time at Carlton Road, children will experience workshops with various experts, for example Samba days. <sup>2</sup>

<sup>2</sup> NB Outside experiences have not taken place in the last two years due to Covid-19, but have been put in place again this year.

In Music we teach to secure that knowledge in the following ways:

	How the children will acquire their knowledge:	What that practice looks like in Music
<b>A</b>	<i>Active</i> construction of knowledge, the acquisition of <i>vocabulary</i> , teacher <i>articulation</i> of learning processes and the <i>asking and answering</i> of questions.	When planning Music lessons, our teachers identify any key vocabulary that can be revisited from prior learning and also any new vocabulary that will further extend the children’s knowledge. This vocabulary is displayed in the classroom on the learning walls so that pupils can refer back to it throughout their lessons. In addition to this, teachers will identify a range of key questions to ask, pitching them accordingly so that all pupils can fully access this music curriculum.
<b>S</b>	<i>Staged</i> development enables children to join up intertwined groups of meaningful knowledge into <i>schemas</i> . This comes <i>semantically</i> , through the <i>senses</i> , through <i>skills</i> and <i>socially</i> .	As a child experiences the range of knowledge in our curriculum, step by step, they begin to make links – words and meaning (semantics) match events that have been experienced through their senses – sounds, sights, smell. These then match up with skills that are learnt and social opportunities. The final “product” being a schema that helps them organise their knowledge. For example, in Music, a child will know what a piano looks or sounds like because they may have seen it or heard it in the school hall or may have parents or siblings who play it. This ‘piano’ schema will extend and grow as they learn notation and listen to different music genres, seeing how it can be played in different ways.
<b>P</b>	<i>Practically</i> : children access a wide range of memorable learning through <i>play</i> , the <i>power of stories pictures and print</i> and through <i>problem-solving</i> activities.	Each unit of work in Music throughout the school provides children opportunities in singing and chanting as well as playing various instruments from varying instrument groups. For example in Year 2, children learn to play the glockenspiel with increasing accuracy and following more demanding rhythms. Children in older year groups have the chance to play other instruments, for example ukuleles and other stringed instruments and instruments from the percussion family. Instrumentation is differentiated as per the needs and abilities of the children.
<b>I</b>	<i>Internalisation</i> of learning through <i>interaction, instruction, imitation and integration</i> aids the movement of thoughts to long term memory.	Through talking partners, children may interact, share and discuss ideas relating to the listening and appraisal of pieces of music. They will listen to teacher instructions, they may follow sheet music or watch the video as it plays to enable them to join in with playing or singing. Finally, they will discuss and share ideas for improvising and composing. All of the above support the internalisation of knowledge acquired in music moving it into the long-term memory.
<b>R</b>	<i>Retrieval</i> of knowledge through <i>repetition, revision, recycling</i> and <i>routine</i> prompts memory “muscle” to work, making knowledge “stick”.	Children are always participating in retrieval activities to help embed their learning. Because each lesson follows a similar procedure, children can think back to previous lessons / units and use their knowledge to answer key questions.
<b>E</b>	Special <i>experiences</i> linked to learning objectives and opportunities in specific <i>environments</i> can enhance the probability of long-term memory retaining key messages.	Providing our pupils with exciting, engaging and inspiring experiences is something we pride ourselves on at Carlton Road Academy. During Music lessons, our classrooms and sometimes the hall are often transformed into music studios or concert halls, filled with instruments and exciting opportunities. We are extremely lucky to have a very wide range of resources in music to support the pupils during their lessons. The children are always eager and enthusiastic to build on their knowledge and skills when they see new instruments to learn.

Music is taught on a weekly basis in each year group but is also delivered through whole school days and activities designed to further enrich their understanding of the subject and provide cultural capital, such as in singing assemblies, musical drama performances (KS1 Nativity and Year 6 Leavers assemblies) and carol concerts/ end of year performances. Each unit of work comprises the strands of musical learning which correspond with the national curriculum for music. Successful learning requires the child to understand and know each concept within the subject to ensure their experience is a rounded and robust one. The strands of music followed are below:

1. Listening and Appraising	2. Musical Activities a) Warm-up Games b) Optional Flexible Games c) Singing d) Playing instruments e) Improvisation f) Composition	3. Performing
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Teachers have been given a lesson overview (see below) to ensure all components of music are taught across each term.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Music Skills</b> Understanding music Listening Singing Playing instruments Creating (Improvising) Creating (Composing) Performing	Listening and Appraising (New song each week) – Lesson 1 will be the song being learnt in the term.					
	Warm-up games	Warm-up games				
	Flexible games					
	Learn to sing the song					
		Play your instruments	Play your instruments	Play your instruments	Play your instruments	Play your instruments
			Improvise with the song	Improvise with the song		
				Compose with the song	Compose with the song	Compose with the song
Perform the song	Perform the song				Perform the song	

**Planning our curriculum:**

Our curriculum is delivered in line with the National Curriculum through the musical program Charanga. Although we do plan from this, we also ensure opportunities are provided where children can develop additional skills, knowledge and understanding, for example in KS1, the second topic is based around ‘Christmas’, which allows children to learn songs and perform them (with some acting) to parents and other year groups.

Through Charanga, teachers provide fully inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. This scheme of work has been developed to provide a range of materials from across the ages and around the world and is designed specifically for primary schools. The Units include listening to pieces such as Miriam Makeba’s Click Song, Handel’s Let the Bright Seraphim and Britten’s Old Abram Brown as well as more contemporary pieces including well known pop songs, in a broad range of styles. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga runs through both KS1 and KS2.<sup>3</sup>

**In KS1 the units are:**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Hey you!	Practise, Rehearsal and Performance for Christmas.	In The Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
<b>Year 2</b>	Hands, Feet, Heart	Practise, Rehearsal and Performance for Christmas.	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay

**In KS2 the units are:**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3</b>	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
<b>Year 4</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
<b>Year 5</b>	Livin’ On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
<b>Year 6</b>	Happy	Classroom Jazz 2	A New Year Carol	You’ve Got A Friend	Music And Me	Reflect, Rewind and Replay

<sup>3</sup> NB Some of these units will be supplemented by a specialist music teacher from the Lincolnshire Music Service.

In 2022, the term overview for the school is as below:

**LMS – Lincolnshire Music Service**

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 1</b>	Hey You!	Nativity Songs	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
<b>Year 2</b>	Hands, Feet, Heart	Nativity Songs	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind, Replay
<b>Year 3</b>	Let Your Spirit Fly	Three Little Birds	LMS - Recorder		The Dragon Song	Bringing Us Together
<b>Year 4</b>	LMS - Recorder		LMS - Ukulele		LMS – Samba	
<b>Year 5</b>	LMS - Trumpet		Living' On A Prayer	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing In The Street
<b>Year 6</b>	Happy	You've Got A Friend	New Year Carol	Music And Me	LMS – Djembe	

Teachers pay heed to the **Carlton Road Academy Progression of Skills Map** so they can see what knowledge the child should have already and what is to come in future years as well as having an overview of what should be taught within their year group.

The map shows the specific curriculum areas of knowledge that combine to enable our children to become successful in all areas of Music.

Throughout the school, these are:

<b>Understanding Music</b>	<b>Listening to music</b>	<b>Singing</b>
<b>Notation (KS2) – covered by specialist music teachers</b>	<b>Playing Instruments</b>	<b>Creating (Improvising)</b>
<b>Creating (Composing)</b>	<b>Performing</b>	<b>Musical Elements</b>

The progression map also gives teachers a list of vocabulary and terms that children are expected to learn throughout their learning journey as well as year group specific vocabulary for each teacher to ensure overall coverage.

Please see attached documents for progression in Music in each year group.

**Evidence of key knowledge:**

Teachers provide evidence in the form of pictures and videos of performances. Key knowledge is shown through constant discussion throughout each music session. Teachers are able to take notes of responses to ensure knowledge is embedded.

**Impact**

**Assessment**

There is no statutory assessment in Music, however teachers use assessment to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
  - In each (weekly) lesson to see whether children are accessing each stage (listening and appraising, taking part in musical activities and performing). Key questioning is used to gain an overall understanding of what the child knows and what they need to know in order to move their learning on.
  - At the end of a unit of work, the children will be assessed by the teacher on whether the children have gained the knowledge and skills for that unit. This will inform the teacher of key learning areas when teaching the new unit of Music. The class teacher will also be able to pass this onto the next year group teacher for when they cover the topic again i.e., if a pupil needed a large amount of support during the composing strand of Music in Year 2, the class teacher can pass this information onto the Year 3 teacher, so they are aware when it comes to teaching the composition strand again.
  - At the end of a unit of work, pupils will also be encouraged to evaluate their own learning and to suggest ways to progress further with their musical knowledge and understanding.

**This policy was most recently updated in:**

October 2022