



Music Teaching and Learning Policy

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Music Teaching and Learning Policy

Introduction

At Howard Park Community School our **intent** is to give children the opportunity to learn skill and knowledge within music to inspire them to become a musician themselves. Our children will be taught music in a way that ensures progression of skills, and follows a sequence to build on previous learning. Our children will gain experience and skills of a wide range of dimensions of music in a way that will enhance their learning opportunities, enabling them to use music in a wide variety of contexts, ensuring they make progress. Will aim to give children the opportunity to participate a wide range of musical experiences.

The Music curriculum is **implemented** through a broad and balanced Music curriculum that builds on previous learning and provides both support and challenge for learners. We follow the Kapow Music scheme that ensures progression of skills and covers all aspects of the Music curriculum. The children in Year Five will not follow the Kapow scheme of work as they are given the opportunity to learn to play the ukulele. Music lessons will either be taught for a 30 minute session alternate weeks.

Purpose Of Study

The teaching of music is broken down music into 4 key areas:

- Listening
- Composing
- Performing
- History of Music (KS2)

Early Years

Listening:

- Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music.
- Listening to and following a beat using body percussion and instruments.
- Considering whether a piece of music has a fast, moderate or slow tempo.
- Listening to sounds and matching them to the object or instrument.
- Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm.
Listening to and repeating simple lyrics.

- Understanding that different instruments make different sounds and grouping them accordingly.

Composing:

- Playing untuned percussion 'in time' with a piece of music.
- Selecting classroom objects to use as instruments.
- Experimenting with body percussion and vocal sounds to respond to music.
- Selecting appropriate instruments to represent action and mood.
- Experimenting with playing instruments in different ways.

Performing:

- Using their voices to join in with well-known songs from memory.
- Remembering and maintaining their role within a group performance.
- Moving to music with instruction to perform actions.
- Participating in performances to a small audience.
- Stopping and starting playing at the right time.

KS1

Listening:

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
- Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.
- Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.
- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.

Composing:

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Performing:

- Selecting and creating sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Beginning to suggest improvements to their own work.

Lower KS2

Listening:

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.

Composing:

- Composing a coherent piece of music in a given style with voices, bodies and instruments.

- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.
- Suggesting improvements to others' work, using musical vocabulary.

Performing:

- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Playing syncopated rhythms with accuracy, control and fluency.

The History of Music:

- Understanding that music from different times has different features.
- *Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Upper KS2

Listening:

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.

- Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.

Composing:

- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.
- *Constructively critique their own and others' work, using musical vocabulary.
- Suggesting improvements to others' work, using musical vocabulary.

Performing:

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

The History of Music:

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

The **impact** of our Music curriculum allows our children to enjoy and value Music and know why they are doing things, not just how. Children will understand and appreciate the value of music in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Assessment

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children verbally within the Music lesson.

