



Thornaby Church of England Primary School

Music Policy

GENERAL AIMS IN MUSIC

Music is a subject in which all children can actively participate, whether it be through singing, playing, composing, responding or listening.

The enjoyment of music is a fundamental aspect of this and should be encouraged at all levels. This is the main aim in Music in our school.

Music is important, also, in that it helps to develop listening and co-ordination skills in children. This obviously has beneficial effects in other areas of the curriculum.

Music is a great leveller; children from the youngest to the oldest, from the less able to the most capable, all can participate corporately - it is not a subject for the talented minority. It can foster a sense of achievement, for some children, like few other subjects.

Opportunities Children Have To Learn Music

Class Music Lessons

Where Music sessions are included within the Cornerstones creative curriculum, these will be taught by class teachers to deliver the Music curriculum.

If the Cornerstones unit currently being taught does not include any Music sessions, then teams must plan and deliver a stand-alone session to ensure sufficient coverage of the Music curriculum.

Hymn Practise and Singing

Both Key Stages take part in a hymn practice every week on a Thursday during Collective Worship time.. This is a time when children learn new songs and practise ones they already know, providing an opportunity for all children to take part in an activity together.

Children in both Key Stages learn songs for the Christmas Nativity.

Instrumental Lessons

Peripatetic teachers give brass and stringed instrumental lessons on a group basis. Due to lack of space in our school, the lessons are generally held in cloakroom areas of the school. LKS2 take part in Recorder lessons.

Performing and Composing

Foundation Stage

Sing songs, including traditional nursery rhymes, and keep the beat.

Sing songs and move to the beat.

Sing songs and keep the beat on percussion instruments.

Communicate feelings and ideas through music.

Play games and sing songs in order to establish the beat.

Introduce untuned instruments, make children aware of the different sounds they make and how to play them.

Key Stage 1

Perform with an awareness of others, for example taking turns during a performance.

Make sounds in different ways, including hitting, blowing and shaking.

Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.

Use their own voice in different ways, including speaking, singing and chanting for different effects.

Sing with a sense of shape and melody.

Use their own voice in different ways, including using a loud or soft voice, and singing simple repeated phrases.

Begin to represent sounds with drawings.

Follow a simple piece of written rhythmic notation.

Lower Key Stage 2

Use standard and invented symbols to represent sounds.
Shape a composition, considering dynamics, timbre and tempo.
Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.
Perform significant parts from memory and from notation, either on a musical instrument or vocally.
Sing songs confidently both solo and in groups.
Maintain a simple part within an ensemble.
Create and repeat extended rhythmic patterns, vocally or by using clapping.
Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.
Use written symbols both standard and invented to represent sounds.
Follow a basic melody line, using standard notation.

Upper Key Stage 2

Improvise and notate musical phrases to develop compositions.
Compose a piece of music based on a theme (eg a film or special event).
Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.
Take the lead in performances and provide suggestions to others.
Maintain a more complex part within an ensemble (eg sing in a round or use harmony).
Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.
Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).
Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration.
Perform from simple notation on tuned/untuned instruments.
Use/understand staff and use unconventional notation when composing.

Music and ICT

ICT is used where appropriate. Children use computer programs to compose music.

Listening and Appraising

Full use will be made of any visiting instrumental groups in introducing the children to different instruments, the sounds they create and the effect upon them.

Foundation Stage

Children will listen to music and respond in a variety of ways e.g. through movement and discussion about how the music makes them feel.

Key Stage 1

Listen to a piece of music, identifying if it is fast or slow, happy or sad.
Describe how an instrument has been used to represent a sound or object (eg a flute for a bird or a drum for thunder).

Begin to recall sounds.

Talk about the songs/pieces of music which they enjoy.

Describe basic elements of a piece of music (eg pace, volume, emotion).

Lower Key Stage 2

Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).

Describe how a piece of music makes them feel, making an attempt to explain why.

Recall sounds with increasing aural memory.

Use relevant musical vocabulary (eg pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.

Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.

Compare and contrast two pieces of music on the same theme.

Listen to music from different periods of history.

Appreciate and listen to music drawn from different traditions, cultures and composers.

Listen to their own compositions, evaluate them and improve where necessary.

Upper Key Stage 2

Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effect.

Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.

Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.

Describe how music can be used to create expressive effects and convey emotion.

Appreciate and understand high quality music, both live and recorded.

Recognise and describe music and musical instruments from different periods of history.

Listen to and comment on the work of musicians and composers, indicating own preferences.

Explain the influence of historical events on music.

Use of Outside Agencies

Staff from TVMS visit school and deliver short music sessions to various classes within school at some point throughout the school year.

Recorded programmes available in school

Music Box

Music Express

Time and Tune

Singing Together

October 2010 to be revised October 2012

October 2012 to be revised October 2014

January 2016 to be revised January 2018

October 2016 to be revised October 2018