

Updated: March 2022 (AL)  
Review: January 2023



## **Cornerstone Multi Academy Trust**

### **Music Policy: Classroom Music Lessons**

## Rationale

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to, and making music, fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music can be a lifelong source of pleasure. It is education for life. This policy seeks to ensure that children can fully participate in whole class music lessons.


## Aims

To encourage, all pupils to:


- develop musical skills and concepts through listening, appraising, performing and composing.
- develop social skills through co-operation with others in the shared experience of music making.
- develop an understanding of musical traditions and developments in a variety of cultures.
- be motivated to enjoy and succeed in music

## Music and the National Curriculum

Music contributes to the wider aims of Primary Education including, literacy, ICT, P.E, Art, P.S.H.E. and citizenship.

Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others. The school policy is to plan from the National Curriculum and Foundation Stage Guidance in light of the project-based curriculum, as consistent with other subjects across the trust. 

## Pupils' Experiences

Both in music lessons and across the curriculum, Music opportunities will be created for pupils to: 

- listen, appraise, perform and compose in a variety of genres, styles and audiences.
- undertake a balanced programme of activities.
- work individually, in groups or as a whole class
- make appropriate use of technology to create and record music
- make use of outside agencies, peripatetic teachers, music concerts etc
- make use of audio/visual material
- record findings in a variety of ways.
- to learn one musical instrument in whole class ensemble lessons.
- to participate in small group or individual musical tuition on chosen instrument using peripatetic music teachers.
- to perform to wider audiences of parents, local community and other schools at end of year productions, assemblies, and Christmas shows.

## Lesson Content

Each instrumental lesson consists of elements of listening to live or recorded music, reading and following written music, discussion of theory and understanding the language of music, as well as playing instruments both individually and with the teacher or other pupil. Class planning for music will endeavour to cover a balance of these elements across each half term's music lessons.

## Behaviour

Behaviour expectations are the same for the children both on and off the site of each school, including in the hall or in a dedicated music room. Further details of acceptable behaviour can be found in the school policy (available online).

## Equal Opportunities

- We aim to give every pupil the opportunity to enjoy a variety of musical activities.
- Staff will create an environment that challenges stereotypes and supports the appreciation of other cultures.
- All pupils will have an equal opportunity to reach their full potential across the music curriculum regardless of their race, gender, cultural background or special needs.

## SEND / Able Pupils

Music lessons are inclusive to pupils with special educational needs and disabilities. Where required, children's IEP's incorporate suitable objectives from the National Curriculum for music or development Matters and teachers keep these in mind when planning work. Where appropriate, focused intervention in school helps children with gaps in their learning and understanding, and differentiated activities are planned to support children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability. Where relevant, the trust Pupil Premium policy also details how additional support or challenge may be delivered.

## Assessment and Record Keeping

- Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation. With the exception of Foundation Stage, pupils' achievements in music will be assessed half termly.
- Annual reports for parents – A statement for music is based on the extent to which a pupil has achieved against N.C. Attainment Targets.

## Resources

The resources are available across the trust and are moved between school sites as required for the planned delivery of the music curriculum:

- Instrument Boxes in each store room
- Two electric pianos, one acoustic piano, three keyboards, one xylophone, one baby grand electric piano

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- Books – Library
- Whole class ukulele set
- Whole class mixed Bb brass set
- 14 taiko drums
- Whole class boomwhackers sets (per school)
- Whole class samba kit
- Whole class recorder set

### Health and Safety Issues

- Using instruments appropriately.
- Hygiene of sharing mouthpieces, e.g. brass, recorders,
- Electrical equipment will be inspected as per the school schedule.

### Monitoring the Policy

The Subject leader will monitor the implementation of the policy regularly.

The standards and effectiveness committee of the trustee body will monitor this policy on a three-year basis. If the policy appears to need modification, then the committee will report its findings and recommendations to the full governing body.

## Appendix 1 – Objectives Taught in Each Year Group

### Year 1

<p>Skills: Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ sing songs from memory.</li> <li>☑ perform rhythmic patterns.</li> <li>☑ recognise high/low, long/short, loud/quiet.</li> <li>☑ play instruments while others sing.</li> <li>☑ dance to music.</li> </ul>	<p>Knowledge:</p> <p>Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ name some percussion instruments and orchestral instruments.</li> <li>☑ recognise that music can be happy/exciting/dreamy...</li> </ul>
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### Year 2

<p>Skills: Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ sing songs from memory.</li> <li>☑ sing rhythmically.</li> <li>☑ play patterns on a range of instruments.</li> <li>☑ invent own musical ideas.</li> <li>☑ experiment with loud / soft, long/short, high / low.</li> <li>☑ experiment with different timbres (rattle, ring...).</li> <li>☑ dance to music.</li> </ul>	<p>Knowledge:</p> <p>Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ understand how different instruments produce sound.</li> <li>☑ understand that music produces different moods/ atmosphere.</li> <li>☑ understand that music differs in style over time and place.</li> <li>☑ use language to discuss music.</li> </ul>
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### Year 3

<p>Skills: Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ sing increasingly complex songs from memory.</li> <li>☑ when singing, control contrasts of volume and rhythm.</li> <li>☑ breathe in the correct places.</li> <li>☑ play by ear on instruments.</li> <li>☑ play on instruments using notation.</li> <li>☑ perform in music which has several parts.</li> <li>☑ compose an atmospheric piece or a structured rhythmic piece.</li> <li>☑ experiment with different speeds, and different groups of beats.</li> </ul>	<p>Knowledge:</p> <p>Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ names of classroom instruments and families of instruments.</li> <li>☑ use of musical vocabulary (speed, volume, beats, pitch).</li> <li>☑ be familiar with music from a range of styles.</li> </ul>
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### Year 4

<p>Skills: Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ sing tunefully and rhythmically.</li> <li>☑ play instruments with others.</li> <li>☑ keep to a part in a 2/3 part piece.</li> <li>☑ perform from notations.</li> <li>☑ compose own music.</li> <li>☑ compose music which has 2 or more parts.</li> <li>☑ write symbols or notations to record the music.</li> <li>☑ add dance steps to music.</li> <li>☑ discuss and write about music.</li> <li>☑ recognise elements of pitch, dynamics and structure.</li> </ul>	<p>Knowledge:</p> <p>Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ name classroom instruments and families of instruments.</li> <li>☑ describe / show familiarity with various musical styles and atmospheres.</li> <li>☑ use musical vocabulary.</li> <li>☑ recognise parity between musical styles and historical/ artistic periods.</li> </ul>
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### Year 5




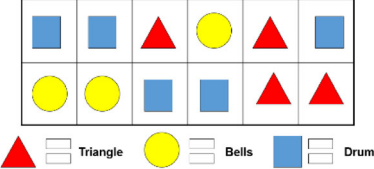







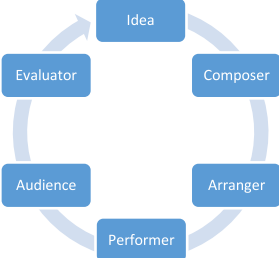
<p>Skills: Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ sing with good control of rhythm and pitch.</li> <li>☑ play instruments and sing in pieces which have several parts.</li> <li>☑ use notated music.</li> <li>☑ compose music which has a structure and an intended atmosphere.</li> <li>☑ compose music which explores textures, melodies or rhythms.</li> <li>☑ use a system of notation.</li> <li>☑ describe how musical instruments / voices are used to create a musical effect.</li> </ul>	<p>Knowledge:</p> <p>Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ recognise and describe a range of musical styles.</li> <li>☑ use other subject knowledge when analysing music.</li> <li>☑ use musical terms.</li> </ul>
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### Year 6

<p>Skills: Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ sing expressively, breathing correctly</li> <li>☑ keep to the beat</li> <li>☑ sing and play from notated music and symbols</li> <li>☑ control speed, volume and timbre when playing or singing</li> <li>☑ perform in a multi-textured piece</li> <li>☑ compose and structure own pieces</li> <li>☑ compose a melody with a rhythmic backing and a third part</li> <li>☑ notate own music on paper / screen</li> <li>☑ describe how musical instruments and speed, volume, textures are used in a piece</li> </ul>	<p>Knowledge:</p> <p>Children will be taught to . . .</p> <ul style="list-style-type: none"> <li>☑ recognise that music from a range of styles / periods can be compared.</li> <li>☑ recognise some important composers and styles.</li> <li>☑ use other subject knowledge when analysing a piece of music.</li> <li>☑ use musical styles.</li> </ul>
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**Appendix 2 – Examples of Curriculum Activities Within Each Year Group**

Whilst a significant portion of music making is measured through what is heard (and the process of experiencing and creating, refining and adapting), here is a representation of how music making in each year group should be achieved.

	<b>Singing, Playing and Performing Music</b>	<b>Listening, Reading, Appraising and Describing Music</b>																									
<b>Reception/EYFS</b>	<p><b>Singing</b> – Nursery Rhymes, Call and Echo Songs</p> <p><b>Exploring untuned percussion:</b> Circle games – ‘Guess the instrument’</p>  <p><b>Playing different instruments together</b> – ‘Keeping a pulse to a song we can sing’</p>	<p><b>Comparing sounds</b> to identify which instrument.</p> <p><b>Reading simple graphic scores</b> for voice:</p>																									
<b>Year 1</b>	<p><b>Singing</b> – Simple melody (1 part) songs, rounds (2 parts)</p> <p>Exploring tuned percussion: Boomwhackers or beatboards simple rhythm notation games:</p>   <p><i>Possible ostinato patterns</i></p> <table border="1" data-bbox="180 1534 478 1859"> <tr> <td>1</td> <td>fly</td> <td>fly</td> <td>spi - der</td> <td>fly</td> </tr> <tr> <td>2</td> <td>spi - der</td> <td>fly</td> <td>spi - der</td> <td>fly</td> </tr> <tr> <td>3</td> <td>fly</td> <td>spi - der</td> <td>fly</td> <td>fly</td> </tr> <tr> <td>4</td> <td>fly</td> <td>fly</td> <td>(moth)</td> <td>fly</td> </tr> <tr> <td>5</td> <td>fly</td> <td>(moth)</td> <td>fly</td> <td>(moth)</td> </tr> </table> 	1	fly	fly	spi - der	fly	2	spi - der	fly	spi - der	fly	3	fly	spi - der	fly	fly	4	fly	fly	(moth)	fly	5	fly	(moth)	fly	(moth)	<p><b>Describing sounds and music</b> using comparative words for these elements (and learning the element name): Louder / quieter (dynamics / volume) Higher / lower (pitch)</p> <ul style="list-style-type: none"> <li><b>Timbre</b> Sound quality </li> <li><b>Pitch</b> High or low sounds </li> <li><b>Texture</b> How many sounds? </li> <li><b>Tempo</b> Fast or slow? </li> <li><b>Duration</b> Long or short? </li> <li><b>Structure</b> The musical plan </li> <li><b>Dynamics</b> Loud or quiet? </li> </ul> <p>Reading simple graphic scores for voice and body percussion:</p> <p>Taking different roles within music making:</p> 
1	fly	fly	spi - der	fly																							
2	spi - der	fly	spi - der	fly																							
3	fly	spi - der	fly	fly																							
4	fly	fly	(moth)	fly																							
5	fly	(moth)	fly	(moth)																							

Year 2

**Singing** – More developed melody songs, rounds (3-4 parts)

*Hosay, Ya-ay*

What shall we do with the drunk-en sai-lor what shall we do with the drunk-en sai-lor  
what shall we do with the drunk-en sai-lor ear-ly in the mor-ning?  
Hoo-ray and up she ri-ses hoo-ray and up she ri-ses  
hoo-ray and up she ri-ses ear-ly in the mor-ning.

- Put him in the long boat 'til he's sober  
Put him in the long boat 'til he's sober  
Put him in the long boat 'til he's sober  
Early in the morning. Hooray and up she rises...
- Put him in the scuppers with a hose pipe on him  
Put him in the scuppers with a hose pipe on him  
Put him in the scuppers with a hose pipe on him  
Early in the morning. Hooray and up she rises...

**Exploring tuned percussion:**  
**Boomwhackers**



**What Shall We Do With A Drunken Sailor?**

What shall we do with a drunken sailor? X3  
Early in the morning?

Chord 1: **CEG**

Hooray and up she rises!

Put him in the long boat till he's sober..

Chord 2: **DFA**

Pull out the plug and wet him all over...

Put him in the scuppers with the hosepipe on him...

Rhythm 1

1 2 3 4

O Sinner man

Rhythm 2

O sinner man, where will you run to, X3

All on that day?

1 & 2 & 3 & 4 &

Run to the rocks, rocks won't you hide me?

Rhythm 3

Run to the sea, sea won't you hide me?

1 2 3 & 4 &

Run to the shore, shore won't you hide me?

Ostinato (Repeating)

O sinner man, should bin a praying,

**DA | CG | DA | CG | D**

**Body Percussion games:**

Teacher	Pupil 1 (improvise for 4 beats)	Teacher	Pupil 2 (improvise for 4 beats)
clap clap clap clap		clap clap clap clap	

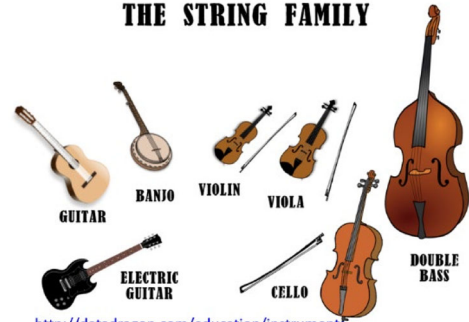
**Beginning to Read simple notation rhythms:**

**Describing sounds and music** using comparative words for these elements (and learning the element name):

- Louder / quieter (dynamics / volume)
- Higher / lower (pitch)

**Describing Families of Instruments:**

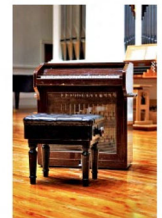
**THE STRING FAMILY**



<http://datadragon.com/education/instruments/strings.shtml>

**IAL what timbre is**

- Holst chose a celesta to be the main instrument in this piece.
- The celesta looks similar to an upright piano or a large wooden music box.
- The keys are connected to hammers which strike a graduated set of metal plates, which are suspended over wooden resonators.



Teacher/leader				Pupils			

Patterns to use

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Exploring melody/chordal instrument:

Ukuleles:

Keep Your Bedroom Tidy A Lens

CBAB C A CBAB C CBAB C A  
 CBAB C

ukelele level 1 series 10 : lesson 5 (uke1-10-5)

The chords

<b>C</b>	<b>F</b>	<b>G</b>	<b>Am</b>

The rhythm

first time	second time	third time	fourth time

The chord sequence

**C /// | F /// | G /// | Am ///**

Now watch the video, refer to the resource notes and play

Recorders:





Year 3

**Singing** – Two-part singing complex rounds. Simple ostinato (repeated part):

**Singing** – singing songs following the shape of notated music. Beginning to learn note names within a single octave:

**Describing sounds and music elements** (of music):

Describing Families of Instruments:

**THE WOODWIND FAMILY**



**IAL** how a woodwind instrument works

Individual Activity

We are going to create an oboe out of a drinking straw.

- Cut the top of the straw to make a 'reed'.
- Pinch the end of the straw between your thumb and index fingers. Blow across the top end, but don't blow into the straw.
- Alter the pitch by moving your thumb and fingers up and down, while you keep pinching the straw.

★ Challenge: Cut 5 straws of different lengths and tape together to make panpipes.



Name	Characteristics	Sound
Clarinet	Thin, straight, long	Clear, bright
Saxophone	Curved, long	Rich, warm
Flute	Thin, straight, short	Pure, bright
Oboe	Thin, straight, short	Pure, bright
Bassoon	Thin, straight, long	Rich, warm
Panpipes	Thin, straight, short	Pure, bright

**Describing animals etc from characteristics:**

Characteristics	Musical elements	Instruments
<ul style="list-style-type: none"> <li>• moves slowly</li> <li>• doesn't make very much noise</li> <li>• leaves a trail behind it</li> <li>• quite small</li> </ul>	<ul style="list-style-type: none"> <li>• tempo: slow sounds</li> <li>• dynamics: quiet sounds</li> <li>• duration: long sounds</li> <li>• pitch: high pitched</li> </ul>	<ul style="list-style-type: none"> <li>• many instruments can be played slowly, try thumb piano</li> <li>• any quiet instrument, try wind chimes</li> <li>• try ocean drum</li> <li>• try glockenspiel</li> </ul>

**Composing Music using samples and simple sounds to a shared story:**

A Space Journey

- Count Down and Take Off
- Leaving Earth, out of our atmosphere
- Past our Moon
- Past our solar system (e.g. Saturn)
- Alien space craft
- Old satellites
- Comets
- New planets (e.g. metal, gold, chocolate, toffee, teddy, trampoline, money, free)
- New galaxy

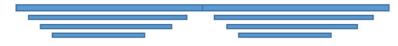
A Hindu Creation Story – Brahma Creates the World

1 Nothing Peaceful Still	2 Snake floats in water  Lord Vishnu sleeps	3 A sound  Lotus flower grows from belly button	4 Brahma starts to make world  Heaven, Earth, sky	5 Creates Flowers Animals  Makes the world turn
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Composing Music using samples and simple sounds to an identified shape or pattern:  
**Sequencing**

Project 1... DANCE TRACK

- Use a range of instruments to provide a variety of sounds
- Use repetition, to allow layers to build
- Gradually add / remove sounds as the piece continues
- Work with sections A – B –
- Add breaks



Dance Music Features:

- Prominent drum beats
- Repetition
- Use of pre-recorded sounds

• **HAVE YOU REMEMBERED TO CHANGE THE BPM?**

• Windows > ejay > music director > samples > dance > \_\_\_\_\_

Year 4

**Singing – Two-part singing based on overlapping songs:**

2. This old man, he played 2, he played knick knock on my shoe...
3. This old man, he played 3, he played knick knock on my knee...
4. This old man, he played 4, he played knick knock on my door...
5. This old man, he played 5, he played knick knock on my hive...
6. This old man, he played 6, he played knick knock with my sticks...
7. This old man, he played 7, he played knick knock on the way to heaven...
8. This old man, he played 8, he played knick knock on my gate...
9. This old man, he played 9, he played kick knock on my line...
10. This old man, he played 10, he played knick knock on my den....

**Rhythm Games using contrasting rhythms notated:**

**Whole Class Brass –**

Playing tunes with range B – G

Playing in up to four different parts



First Scale (C) – With Valve Fingerings

C D E F G A B C

0 1 1 1 0 1 2 0

3 2 2

**Symphony Number 9 (Beethoven)**

**E- F G G F E D C C D E E- D-**



**E- F G G F E D C C D E D- C-**



Year 5

**Singing – several part harmony singing**

Playing Together (examples)

African Drumming:



Samba Drumming:



1 2 3 4	1 2 3 4	Breaks
• • • •	• • • •	1 - snare
♪ ♪ ♫ ♬	♪ ♪ ♫ ♬	2 - 1 2 3 4
• • • •	• • • •	3 - hi-hat/cast snare
1 2 3 4	1 2 3 4	
• • • •	• • • •	
♪ ♪ ♫ ♬	♪ ♪ ♫ ♬	
1 2 3 4	1 2 3 4	
• • • •	• • • •	
♪ ♪ ♫ ♬	♪ ♪ ♫ ♬	

**Samba rhythms - Intermediate**

Surdo 1	Left hand Right hand	• • • •
Surdo 2	Left hand Right hand	• • • •
Congas	Centre Edge	• • • •
Tamborim	Closed Open	• • • •
Cabasa		• • • •
Guiro		• • • •
Triangle		• • • •
Tambourine		• • • •
Woodblocks		• • • •
Agogos		• • • •
Ganza (shaker)		• • • •

Taiko Drumming:



Try the following movement drill for a team of drummers accompanied by a ji-uchi of your choice (I like to use DonGo for this particular one):

ichi	ni	san	shi	go	roku	shichi	hachi
1	2	3	4	5	6	7	8

↑  
bachi above head  
'SO - RE'

Lead in (as above):

R slowly raise right arm back to starting position.....to the top  
DON 2 3 4 5 6 7 'HUP'

L as before, with left arm.....(top)  
DON 2 3 4 5 6 7 'HUP'

R raise R.....(top) L raise L.....(top)  
DON 2 3 'HUP' DON 2 3 'HUP'

R raise R L raise L R R L R L  
DON 'HUP' DON 'HUP' DON DON DON DON

'Hup' is used as a timing shout in this context. Try some big 'scissor-style' movements on the last four DONs!

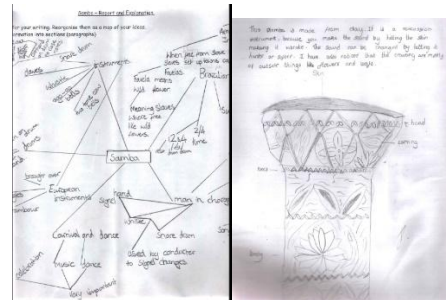
**Composing Music:**

**Extending a notated melody, using A-B-A-C-A patterns to copy and paste sections**

Three Blind Mice [Composer]

Twinkle Twinkle [Composer]

About instruments in greater detail:



Year 6

**Singing and accompanying** – several part harmony singing, with groups accompanying using chord knowledge:

**You're a Firework**

Do you ever feel like a plastic bag  
 Drifting through the wind, wanting to start again?  
 Do you ever feel, feel so paper thin  
 Like a house of cards, one blow from caving in?

Do you ever feel already buried deep?  
 Six feet under screams but no one seems to hear a thing  
 Do you know that there's still a chance for you  
 'Cause there's a spark in you?


You just gotta ignite the light and let it shine  
 Just own the night like the 4th of July

'Cause baby, you're a firework  
 Come on, show 'em what you're worth  
 Make 'em go, oh oh oh  
 As you shoot across the sky - y

Baby, you're a firework  
 Come on, let your colors burst  
 Make 'em go, oh oh oh  
 You're gonna leave 'em falling down


GGGG	AAAA	EEEE	CCCC
BBBB	CCCC	GGGG	EEEE
DDDD	EEEE	BBBB	GGGG

Strings  
 G C E A



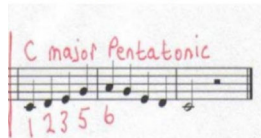
Other Melody  
 B DD BB AAA GG  
 GG A GG GGG A BB

(G) (C) (E) (A)  
 (F)  
 (D) (B)  
 (G) (C)  
 (D)



**Composing – Pentatonic Scale Work**

These five note scales are the basis of many forms of music.  
 They use the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> notes of the scale, for example:



**Composing Music:**  
**Extending a notated melody**, using theme and variations in patterns:

London's Burning

[Composer]

