



Aims

- For all children to engage in music lessons, regardless of race, belief, gender or disability.
- For all children to learn to play an instrument.
- For all children to read and understand musical notation and musical terms.
- For all children to write their own compositions in standard musical notation by the end of KS2.
- For all children to have the opportunity to listen to a wide range of music.
- For all KS2 children to learn about the history of music and become familiar with pieces of music from each period of history.
- For all children to engage in singing every week.
- For all children to have the opportunity to listen to live music.
- For all children to have the opportunity to perform their own music and existing music to an audience.

To achieve these aims

- All children in years 3-6 receive recorder lessons every week.
- All children learn how to play a range of tuned and untuned percussion instruments.
- Lessons cover how to read and write musical notation and musical terms.
- Lessons explore the history of music in chronological order each year.
- Teachers ensure that children listen to a wide range of music in different styles throughout their time with us.
- There are lots of opportunities for singing. Children in Class 1 sing every day as part of other curriculum areas eg in English and mathematics sessions. Phonics songs are sung daily.
- Children in class 2 learn to sing in rounds and in harmony.
- Children have the opportunity to have lessons with a private teacher in school on a wide range of instruments.
- Music lessons are planned carefully and are taught by experienced musicians at Farlow School. Shropshire Music Service is used at Kinlet School.
- 3 members of staff are competent musicians and play instruments themselves.
- Our planning is devised using the 7 strands recommended by musicmark.org.uk and the ABRSM, ensuring all the aims of the national curriculum are met.
- We attend Shropshire Sings events every two years.
- We have an annual carol service, Christmas play, Harvest service, Easter service and concert or musical show every year, in which all children take part.
- We have a school choir which meets every week and regularly performs in school

and occasionally in the local community eg carol singing.

- Music learning in school links with other subject areas as far as possible.
- Children listen to a wide range of music before and after worship sessions every day.

Resources

- 25 new descant recorders.
- 2 tenor recorders.
- 2 treble recorders.
- Recorder from the beginning books.
- Brian Bonsor's playing the recorder book 1.
- White boards with staves.
- Range of tuned and untuned percussion instruments.
- Electric piano.
- 2 Celtic harps.
- iPods and docks in both classrooms.
- Purple mash software to support composition.

Success criteria

- All children can access music lessons regardless of race, gender, belief or disability.
- All children to learn to play an instrument.
- All children can read and understand musical notation and musical terms by the end of Year 6.
- All children write their own compositions in standard musical notation by the end of Year 6.
- All children have the opportunity to listen to a wide range of music.
- All KS2 children to learn about the history of music and become familiar with pieces of music from each period of history.
- All children engage in singing every week.
- All children have the opportunity to listen to live music.
- All children have the opportunity to perform their own music and existing music to an audience.

Policy prepared by:	Rachel Smith-February 2024
Approved by governing body:	

Appendix 1-Strand descriptions.

Performing skills	<ul style="list-style-type: none"> • Developing technical control in playing an instrument and/or singing • To be able to perform musically.
Composing skills	<ul style="list-style-type: none"> • Improvising, creating, organising and refining rhythmic and melodic patterns and harmonies, using textures and structures as appropriate. • To be able to create own original music.
Aural knowledge	<ul style="list-style-type: none"> • Aural development by responding to music and by recognising features in music. • To be able to use musical features when performing and composing.
Theoretical knowledge	<ul style="list-style-type: none"> • Understanding the vocabulary and grammar of a range of different types of music, their notations and theoretical ideas. • To be able to notate musical intentions in a variety of ways.
Evaluation	<ul style="list-style-type: none"> • Understanding the nature, context and purpose of the creation and performance of music. • To be able to evaluate a variety of musical ideas, pieces and traditions and to develop own artistic voice.
Cultural development	<ul style="list-style-type: none"> • Through gaining a knowledge of styles and genres from local, national and world traditions and contemporary practice. • To develop cultural identity and understanding.
Personal development	<ul style="list-style-type: none"> • Making, presenting and evaluating music. • To make a contribution to cultural life; to develop self-esteem and self-confidence; independent learning, problem solving and the ability to use self-evaluation; team work and leadership; and to promote emotional development.