

Avonwood Primary School

Music Curriculum Policy



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Avonwood Primary School

The best in everyone™

Part of United Learning

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1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with Music

Music is a subject that requires confidence and courage to express yourself and entertain others. It requires knowledge of the past and how music has changed over time. Music is a diverse and changeable subject; people have opinions about it and ideas about it that others respect. Ultimately, Music brings light into people's lives through listening, performing, and composing. It can change our moods and help to bring peace into people's lives. At Avonwood, we develop our children's creativity, knowledge and understanding through enrichment of our music curriculum with each year group. We offer each child the opportunity to perform, compose and appreciate music from a wide genre.

Covid-19 impacted music as children were not allowed to sing or use instruments. Some of the curriculum may be slightly different as we endeavour to let the children experience what they have missed in previous years.



2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

At Avonwood, music follows National Curriculum guidelines for each key stage. Children will be given the opportunity to play, perform, improvise, compose, record and listen/appreciate a wide range of music. They will develop an understanding of the elements of music and how they can be incorporated into their own musical ideas. Children will explore different composers, from history to today, and how they have impacted music. They will also explore music from a wide range of traditions and cultures. All children will learn standard staff notation as well as other forms of graphic representation. Throughout their time at Avonwood, we aim to inspire children to have a lifelong love for music.

2.2 Subject Implementation

The music at Avonwood is delivered by a qualified music specialist. Key stage one receives 30-40 minutes of music teaching each week. Key stage two classes receive 40 minutes of quality music teaching and have the opportunity to further their studies by taking up an instrument through our peri music lesson scheme.

Singing is an integral part of the Avonwood music curriculum and we encourage children to use their voices in a range of expressive ways. They have the opportunity to sing as part of a large ensemble during our singing assemblies, perform as year groups in nativity plays/Christmas concerts and take part in choir club, where there are opportunities to represent the school in the wider community.

2.3 Subject Impact

Throughout their time at Avonwood, children are offered many occasions to perform. All children will have the chance to represent their school, if they wish to, through choir and other clubs. Children will be able to enjoy music, in as many ways as they choose – either as a listener, creator or performer. We strive for children to have a varied and wide experience of music, whilst instilling enjoyment and appreciation for the subject.



3.0 Sequencing of the Avonwood Music Curriculum

3.1 Knowledge & Skills Overview – EYFS

Term and Focus	Early learning Goal	Pupil outcomes/ Year 1 readiness skills, knowledge and understanding	Other opportunities to develop understanding	Diversity and Inclusion
Autumn	Children build a repertoire of songs and experiment with their voices. Children explore different sounds of instruments.	I can use my voice in different ways experimenting with High/Low/Loud/Quiet voices. I can sing songs from memory linked to my project in a class setting. I can describe a 'note measure' (crotchet) I can play instruments with care and control; and demonstrate musical patterns exploring the different sounds of the instruments and discuss how to change them.	A range of percussion instruments readily available Music stimulus Listen with attention to short pieces of recorded music and respond appropriately. Performance of Harvest and Christmas nativity to an audience.	
Spring	Make up rhythms (EYFS 30-50 months) Children explore the different sounds of instruments. Children build a repertoire of songs and experiment with their voices.	I can use my voice in different ways experimenting with High/Low/Loud/Quiet voices. I can sing songs from memory linked to my project in a class setting. I can describe a 'note measure' (crotchet & quaver). I can play instruments with care and control; and demonstrate musical patterns exploring the different sounds of the instruments and discuss how to change them. I can beat back a rhythmic pattern. I can beat the beat/pulse of a piece of music.	A range of percussion instruments readily available Music stimulus. Listen with attention to short pieces of recorded music and respond appropriately. Spring songs.	Children to listen to a wide range of music genres from a variety of countries.
Summer	Children explore the different sounds of instruments. Play instruments with care and control. Play a steady beat on an instrument. Recognise high and low pitched sounds.	I can play a tuned instrument. I can play a steady beat on an instrument. I can recognise high and low pitched sounds. I can sing songs and rhymes from memory I can participate in class singing. I can recite music letter names.	Tuned percussion instruments readily available. Music stimulus. Recognise high and low pitched sounds through listening/singing/and playing tuned instruments Clap and march to the beat. Say it aloud.	Children to listen to a wide range of music genres from a variety of countries.

			<p>Sing songs with a sense of performance.</p> <p>Recite Treble Clef Musical Letter Names. Know which notes are higher/lower</p> <p>The order in which the notes are. (Notation)</p> <p>Summer songs.</p>	
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3.3 Knowledge & Skills Overview – KS1

Term and Focus	National Curriculum Objective	Knowledge	Skills	Diversity and Inclusion
<p>Autumn</p> <p>Yr 1/2: Harvest and Christmas celebration song and Christmas Nativity play.</p> <p>Yr 1/2: Recognising music notes and their values.</p>	<p>To use voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Yr 1/2: I can sing accurately by following the melody</p> <p>Yr 1/2: I can follow instructions on how and when to sing</p> <p>Yr 1/2: I can imitate changes in pitch</p> <p>Yr 1/2: I can make and control long and short sounds using my voice</p> <p>Yr 1/2: I can compose sounds through body percussion linking with the project</p> <p>Yr 1/2: I can listen with attention to short pieces of recorded music</p> <p>Yr 1/2: I can describe 'note measures' (Crotchet and Quaver)</p>	<p>Yr 1/2: Body percussion</p> <p>Yr 1/2: Listen with attention to pieces of recorded music and respond appropriately.</p> <p>Yr 1/2: Performance of Harvest and Christmas songs to an audience.</p>	<p>Yr 1: Signing 'Silent night' to bring music to a wider audience and teach basic signs</p>
<p>Spring</p> <p>Year 1: Learning to play the Djembe Drum.</p> <p>Recognising music notes and their values.</p> <p>Year 2: Learning to play the</p>	<p>Play tuned and untuned instruments musically.</p>	<p>Yr 1/2: I can play percussion instruments with appropriate techniques.</p> <p>Yr 1/2: I can maintain a simple rhythm to a steady beat.</p> <p>Yr 1: I can recall musical vocabulary linked to African music.</p>	<p>Yr 1: African pronunciation. Playing the djembe drum with appropriate techniques and accuracy using Slap/Cup, Open, Closed and Bass notes.</p> <p>Yr 1: Playing the djembe drum using 'Call and Response' 'Polyrhythms' and play with a sense of rhythm and tempo.</p> <p>Yr 1: Performing with a knowledge</p>	<p>Yr 1: Children to learn about why and when African drumming would take place e.g. to communicate, celebrate mourn and inspire. This allows them to understand the importance of the instrument and style to African countries, both I history and today.</p>

Boomwhackers and other percussion instruments.			of African technical musical terms: 'Call and Response' 'Rhythm' 'Polyrhythms' 'Tempo'	
Summer Year 1: Composing to a book. Year 2: Great Fire of London Composition. Year Explore the 1 and 2 orchestra.	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Yr 1/2: I can use my voice in different ways. Yr 1/2: I can create a character through song by using clear diction and expression. Yr 1/2: I can create music with a beginning, middle and end mirroring a story line. Yr 1/2: I can play tuned and untuned percussion instruments with care and control. Yr 1/2: I can play simple rhythmic and melodic patterns with accuracy. Yr 1/2: I can write a simple rhythm in notation related to the project.	Yr 1/2: Playing tuned and untuned percussion instruments In a 'composition Form' mirroring a story Yr 1/2: Writing with note values a simple rhythm linked to the story of the project	

3.3 Knowledge & Skills Overview – KS2

Term and Focus	National Curriculum Objective	Knowledge	Skills	Diversity and Inclusion
Autumn Year 3 and 4: Harvest and Christmas celebration songs for Christmas concert. Year 3 and 4: Musical Element vocabulary and notation values.	To play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing fluency, control and expression. Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.	Y3/4: I know signs and symbols which represent musical sounds. Y3/4: I know musical vocabulary linked to song. Y3/4: I know more performance techniques related to voice. Y3/4: I know how to listen with attention to pieces of music both live and recorded.	Y3/4: I can recognise and write a quaver, crotchet, minim and dotted minim. Y3/4: I can recognise and describe musical structures in a song i.e. 'Introduction' 'Verse' and 'Chorus'. Y3/4: I can sing songs mainly with accurate pitch, a good singing tone, clear diction and perform with control and awareness of others and perform to an audience.	Learn to sign a Christmas celebration song. If no singing is allowed, the whole song to be signed. E.g. Away in a Manger.
Spring Learning a musical instrument.	Play tuned and untuned	Understanding the different ways an instrument can be	The children will learn to play their instruments with the	Children learn about the history and the culture of the

Year 3: Samba Year 4: Ukulele	instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.	played and how the best sound can be achieved.	correct technique to produce a decent sound.	country in which their instrument originates. E.g. Brazil and Hawaii.
Year 3 and 4: Musical Element vocabulary and notation values.	Use and understand staff and other musical notations.	To play music rhythmically correct with knowledge of what the different notes should sound like.		
Summer Year 3: Stone Age composition Year 4: Composing to two photos (Water cycle).	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using their inter-related dimensions of music. Use and understand other musical notations.	I know how to compose music in a group setting using sounds linked to a subject. I know how to use dynamics and tempo to create an atmospheric composition. I know how to work in a group setting. I know how to sing individually and in a group setting to the best of my ability trying to use all the techniques taught. I know how to recognise a quaver, crotchet, minim, dotted minim and semibreve. I know musical vocabulary linked to the project.	To recognise, write and spell 'crotchet, quaver, minim, dotted minim and semibreve' along with the different types of clef. I can recognise and discuss musical vocabulary linked to the project. I can compose a short piece of music which reflects a visual excerpt using instruments and voice.	Children will be given a variety of instruments from around the world eg. African drums, ukulele, samba etc.

Term and Focus	National Curriculum Objective	Knowledge	Skills	Diversity and Inclusion
Autumn Year 5 and 6:	To play and perform in solo and ensemble contexts,	Y5/6: I know signs and symbols which	Y5/6: I can recognise and write a quaver,	Learn to sign a Christmas celebration song. If

<p>Harvest and Christmas celebration songs for Christmas concert.</p> <p>Year 5 and 6: Musical Element vocabulary and notation values.</p>	<p>using voices and playing musical instruments with increasing fluency, control and expression.</p> <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>represent musical sounds.</p> <p>Y5/6: I know musical vocabulary linked to song.</p> <p>Y5/6: I know more performance techniques related to voice.</p> <p>Y5/6: I know how to listen with attention to pieces of music both live and recorded.</p>	<p>crotchet, minim and dotted minim.</p> <p>Y5/6: I can recognise and describe musical structures in a song i.e. 'Introduction' 'Verse' and 'Chorus'.</p> <p>Y5/6: I can sing songs mainly with accurate pitch, a good singing tone, clear diction and perform with control and awareness of others and perform to an audience.</p>	<p>no singing is allowed, the whole song to be signed.</p> <p>E.g. Away in a Manger.</p>
<p>Spring</p> <p>Learning a musical instrument.</p> <p>Year 5: Recorder provided by Soundstorm.</p> <p>Year 6 Keyboards</p>	<p>Play tuned and untuned instruments musically.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>	<p>Understanding the different ways an instrument can be played and how the best sound can be achieved.</p> <p>To play music rhythmically correct with knowledge of what the different notes should sound like.</p>	<p>The children will learn to play their instruments with the correct technique to produce a decent sound.</p> <p>Yr 6: Taught theory to the grade 1 ABRSM syllabus to understand how music is created and written.</p>	
<p>Summer</p> <p>Composition</p> <p>Year 5: Compose to a cartoon clip – Tom and Jerry tom and jerry clip - YouTube</p> <p>Year 6: Tom and Jerry Short Re-score - YouTube</p> <p>Year 6: Prepare for leavers concert.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using their inter-related dimensions of music.</p> <p>Use and understand other musical notations.</p>	<p>I know how to compose music in a group setting using sounds linked to a subject.</p> <p>I know how to use dynamics and tempo to create an atmospheric composition.</p> <p>I know how to work in a group setting.</p> <p>I know how to sing individually and in a group setting to the</p>	<p>I can listen with attention to longer pieces of music both live and recorded; respond to different kinds of music appropriately and with an awareness of the needs of other listeners describing musical structures.</p>	<p>Children will be given a variety of instruments from around the world e.g. African drums, ukulele, samba etc.</p>

		<p>best of my ability trying to use all the techniques taught.</p> <p>I know how to recognise a quaver, crotchet, minim, dotted minim and semibreve.</p> <p>I know musical vocabulary linked to the project.</p>		
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4.0 Music Curriculum Resources

4.1 Example Medium Term Plan

Weeks / Lessons	Year 2 – Great Fire of London	Resources
Week 1	<ul style="list-style-type: none"> • Rhythm patterns – clapping back rhythms. • Introduce 2 of the ‘Great Fire of London’ rhythms. • Notation – on white boards, draw a crotchet, a minim. • Introduce the song London’s Burning. • Beat the rhythm for London’s Burning using claves & scrapers. 	Great Fire of London rhythms. London’s Burning lyrics Claves & scrapers
Week 2	<ul style="list-style-type: none"> • Rhythm patterns – clapping back rhythms. • Practise rhythms from week 1 & then introduce 2 further rhythms. • Notation - on white boards, draw a crotchet, a minim, a quaver & a semi-breve. • Rehearse, London’s Burning. 	Great Fire of London rhythms. London’s Burning lyrics Claves & scrapers
Week 3	<ul style="list-style-type: none"> • Rhythm patterns – clapping back rhythms. Ask for volunteers to compose a rhythm for the class to clap back. • Introduce the final rhythm for ‘The Great Fire of London’. • Practise the rhythms collectively – try to do this in small groups. • Notation – on white boards, draw a semi-breve, crotchet, minim & a quaver. • Rehearse ‘London’s Burning’. Extension – to rehearse singing in a round. 	Notation powerpoint Great Fire of London rhythms. London’s Burning lyrics Claves & scrapers White boards
Week 4	<ul style="list-style-type: none"> • Using percussive instruments, beat the ‘Great Fire of London’ rhythms. • Notation – in pairs, create rhythmic patterns using crotchets & minims. Play each others rhythmic patterns. • Rehearse London’s Burning – rehearse in a round. 	Notation PowerPoint Great Fire of London rhythms. London’s Burning lyrics Percussive instruments. White boards

<p>Week 5</p>	<ul style="list-style-type: none"> Using percussive instruments, beat the 'Great Fire of London' rhythms. Notation – in pairs, create rhythmic patterns using crotchets, minims, semi-breves. Rehearse London's Burning – rehearse in a round. 	<p>Notation PowerPoint Great Fire of London rhythms. London's Burning lyrics Percussive instruments. White boards</p>
<p>Week 6</p>	<ul style="list-style-type: none"> Introduce the Easter song. Rehearse. Notation – in pairs, create rhythmic patterns using crotchets, minims, semi-breves & quavers. Rehearse the 'Great Fire of London' rhythmic patterns. Talk about dynamics – louds & softs. Rehearse London's Burning using dynamics. 	<p>Notation PowerPoint Great Fire of London rhythms. London's Burning lyrics Percussive instruments. White boards</p>

4.2 Lesson Structure

4.3 Example Knowledge Organiser

Elements of Music

Dynamics: How loud or quiet a piece of music is.

Rhythm: Long and short notes put together.

Beat: The main rhythmic pattern in a piece of music.

Pitch: High and low notes.

Harmony: Two or more parts at the same time.

Tempo: How fast or slow a piece of music is.

Melody: The main part of a song/piece of music.

Timbre: The type of sound a note makes.

Texture: How every part links together.

Tempo Markings

Tempo Marking	Definition
Prestissimo	Very Very Fast (>200bpm)
Presto	Very Fast (168-200bpm)
Allegro	Fast (120-168bpm)
Moderato	Moderately (108-120bpm)
Andante	Walking Pace (76-108bpm)
Adagio	Slow and Stately (66-76bpm)
Lento/Largo	Very Slow (40-60bpm)
Grave	Slow and Solemn (20-40bpm)

4.4 Assessment

Music Assessment Form				
Avonwood. Project. Nativity songs (Shine Stars Shine) and London's Burning as a mend. Objectives. <ul style="list-style-type: none"> To sing accurately by following the melody. To follow instructions on how and when to sing. I can make and control long and short sounds using my voice. I can imitate changes in pitch. 				
Name:	Comment:	1: Working Towards	2: Expected	3: Greater Depth
			✓	
			✓	
		✓	✓	
			✓	
			✓	
			✓	✓
			✓	
			✓	
			✓	✓
			✓	
			✓	✓
			✓	
			✓	
			✓	
			✓	✓

5.0 Roles and Responsibilities

5.1 Class Teacher

It is the teachers' role to be aware of and follow the guidance contained within this policy. They should seek advice from the subject leader if they are unsure of knowledge content or how best to tackle a unit of work.

5.2 Subject Leader

The roles of the subject leader are to:

- Plan a progressive Long Term Plan using the National Curriculum as a base and using the School Curriculum Intents to tailor their subject provision to suit our pupils, which is chunked into units for each year group.
- Produce Medium Term Plans to frame the teaching and learning for each unit. - Promote their subject through signposting staff to up-to-date resources and subject specific evidence-based research.
- Support staff through planned CPD events and ad-hoc requests for assistance with knowledge or planning.
- Oversee the delivery of the subject through:
 - learning walks
 - book looks
 - pupil voice
 - subject audits
- Meet with their SLT link to update them with current developments in research and thinking.
- Create an annual action plan.
- Ensure there are sufficient resources for the subject to be taught effectively and efficiently.
- Ensure this policy is up to date.

5.3 Senior Leadership Team

Each subject will have an SLT link/ Their roles are to:

- Support the subject leader to:
 - Be an advocate for the subject
 - Oversee the delivery of their subject through assisting with learning walks, book looks and pupil voice
 - Enable their subject leader to have sufficient CPD opportunities to develop staff knowledge.
 - Implement their action plan. - Work together so that school priorities can be identified, and prevent all subjects from being promoted and developed at the same time

