

# Robert Peel Primary School

## Music Policy 2025



Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of Governors                      Date: \_\_\_\_\_

## **Music Intention**

### **1. School Vision**

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

### **2. Music Intent**

At Robert Peel Primary, Music plays an important role in increasing and improving all children's confidence and well-being. Music is used to unite the whole school: the children come together in Singing Assembly to enjoy an assortment of songs from different cultures, times in history and around the world. They learn to communicate and sing with others, appreciate many genres of music and share performances to a range of groups. Children develop their knowledge and skills of musical terms over their time at school, they build on previous knowledge, practise and rehearse skills so they become second nature. We have a range of specialist music teachers from Central Bedfordshire Inspire Music coming into teach Key Stage Two samba, singing, ukuleles and violins. This allows children to have high quality specialist teaching, play their own instrument and perform on a larger stage. Children show the skills of teamwork and individual endeavour through playing a range of instruments. Through taking part in a variety of performance opportunities, the children develop confidence, aspire to improve and work independently. The children learn to be empathetic to others performing and how they might be feeling, encouraging and supporting their effort as well as their performance. Music is an integral part of school life at Robert Peel. We aim to provide the children with the skills and appreciation which will allow them to access any form of music in the years ahead.

### **3. Music Implementation**

#### ***Curriculum Design & Coverage***

	<b>Aut 1</b>	<b>Aut2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
<b>Nursery</b>	Sing a range of nursery rhymes, action songs and simple rhymes. Playing with simple untuned instrument in groups and in child chosen time.					
<b>Reception</b>	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>Year 1</b>	Hey you!	Rhythm in the way we walk and Banana rap	In the Groove	Round and Round	Your imagination	Reflect, Rewind and Replay
<b>Year 2</b>	Hands, Feet and Heart	Ho Ho Ho	I Wanna Play in a Band	Zoo Time	Friendship Song	Reflect, Rewind and Replay

<b>Year 3</b>	Ukulele Inspire Music	Ukulele Inspire Music	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us together.
<b>Year 4</b>	Mamma Mia	Glockenspiels	Stop!	Blackbird	Vocal skills Inspire Music	Vocal skills Inspire Music
<b>Year 5</b>	Living on a prayer	Fresh Prince of Bel Air	Samba Inspire Music	Samba Inspire Music	Classroom Jazz	Dancing in the Street
<b>Year 6</b>	Happy	Classroom Jazz	Violins Inspire Music	Violins Inspire Music	Music and Identify	You have a friend./Leaver assembly songs

### ***Teaching & Learning of Music***

During the EYFS, children experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to a range of age appropriate instruments and the emphasis is on exploration and fun! They look at a range of genres and share their opinions with others.

**Music teaching within Key Stages 1 & 2** ensures that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising. In particular, the musical elements of pitch, tempo, duration, timbre, texture, dynamics and structure are progressively introduced in order to equip the children with a fundamental understanding of music.

**During Key Stage 1**, children listen with concentration and understanding to a range of high-quality live and recorded music. They use their voices expressively and creatively by singing a variety of songs and speaking chants and rhymes. They play tuned and untuned instruments and use them to accompany their singing, as well as creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds can create different moods and effects.

**During Key Stage 2**, children play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They improvise and compose music for a range of purposes using the inter-related dimensions of music, and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Music lessons are provided weekly throughout the school, and are taught using the Charanga programme of study. This allows teachers to offer a range of lessons which provides progression of skills across the year groups. The schemes and units of work also provides the necessary details, activities, accompaniments and recordings online to support our Music teaching. Key stage two have one term of music teaching from specialist teachers from Inspire Music Central Bedfordshire. These include ukuleles, vocal work, samba and violins.

Music lessons and activities are planned in such a way as to encourage full and active participation and enjoyment by all children.

From Year 1 onwards, children are able to learn the recorder from school staff as a lunchtime club.

### ***School Vision Promoted through Music***

In Music, we promote happiness through the joy the children have singing, playing with the instruments and enjoying performing to others. Children need to be resilient when playing a range of instruments, challenging themselves to constantly improve. Children are empathic when evaluating their own and

others' performances, compositions and songs, being aware of others' feelings and the effort they put in. Children are able to work independently when improvising and as a group when performing.

### ***Curriculum Connections in Music***

Opportunities for cross-curricular links are taken, wherever possible, to link music with other subject areas and learning themes. Class Teachers and PPA teachers are encouraged to use Charanga and the Sing-Up initiative to develop these links. Many year groups link their Music teaching and songs with their foundation subjects.

### ***Enrichment Experiences in Music***

Robert Peel holds music in high regard and the range of additional musical activities in which the children can be involved in reflects this. All children take part in weekly whole school 'Singing Assemblies', as well as termly productions and concerts, which provide important opportunities for the children to perform, share and enjoy music through singing, playing and listening. The choir sing at the retirement Christmas Lunch in Sandy, together with singing at the 'Christmas lights switch on' in Sandy Town Centre for the local community

### ***Music Language Development***

#### ***Year 1***

*Words you need to know: pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.*

#### ***Year 2***

*Words you need to know: keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.*

#### ***Year 3***

*Vocabulary: structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.*

#### ***Year 4***

*Vocabulary: keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano,*

*organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.*

### **Year 5**

*Vocabulary: rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.*

### **Year 6**

*Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/ improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.*

### **Community, Cultural & Global Learning through Music**

At Robert Peel, we study a range of music from around the world and from a range of periods of time. (charanga.com)

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
1	Autumn1	Hey You!	Old School Hip Hop	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Fresh Prince of Bel Air - KS2 (Scheme Year 5) Ee-Oh! by Benjamin Britten - KS2 (see Freestyle)
	Autumn 2	Rhythm In The Way We Walk and Banana Rap	Reggae, Hip Hop	Action songs that link to the foundations of music.	Zootime - KS1 (Scheme Year 2) Three Little Birds - KS2 (Scheme Year 3) Hey You! - KS1 (Scheme Year 1) The Fresh Prince Of Bel Air - Hip Hop - KS2 (Scheme Year 5) Ee-Oh! - Benjamin Britten (see Freestyle)
	Spring 1	In The Groove	Blues, Latin, Folk, Funk, Baroque, Bhangra	Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Tragic Story - Britten - KS2 ( see Freestyle) Baroque - History of music (see Reflect, Rewind and Replay units) I Mun Be Married - Britten KS2 (see Freestyle) Begone Dull Care! - Britten KS2 (see Freestyle)
	Spring 2	Round And Round	Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	In The Groove - Year 1 - KS1 (Year 1) Benjamin Britten - Begone Dull Care - KS2 (see Freestyle) Classroom Jazz 1 and 2 - KS2 (Scheme Years 5 and 6)
	Summer 1	Your Imagination	Film,Pop, Musicals	Using your imagination and creating your own lyrics.	Dragon Song (Scheme Year 3)
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 1	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 1 Units
2	Autumn1	Hands, Feet, Heart	South African styles	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Fishing Song - Britten - KS2 (see Freestyle)
	Autumn 2	Ho Ho Ho	Christmas, Big Band, Motown, Elvis, Freedom Songs	Christmas. Literacy - christmas vocabulary. Historical context of musical styles.	Christmas units
	Spring 1	I Wanna Play In A Band	Rock	Teamwork, working together. The Beatles. Historical context of musical styles.	Livin' on a Prayer - KS2 (Scheme Year 5) Don't Stop Believin' - KS2 (see Freestyle)
	Spring 2	Zootime	Reggae	Animals, poetry and the historical context of musical styles.	Three Little Birds - KS2 (Scheme Year 3)
	Summer 1	Friendship Song	Pop, Soul, Film, Musicals	Friendship and being kind to one another.	Bringing Us Together (Scheme Year 3)
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 2	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 2 Units

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
3	Autumn1	Let Your Spirit Fly	R&B, Western Classical, Musicals, Motown, Soul	Historical context of musical styles.	There Was A Monkey - Britten - KS2 (see Freestyle).
	Autumn 2	Glockenspiel Stage 1	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Glockenspiel Stage 2 - KS2 (Scheme Year 4). Using scores/notation in the units.
	Spring 1	Three Little Birds	Reggae	Animals, Jamaica, poetry and the historical context of musical styles.	Zootime - KS1 (Scheme Year 2). Britten -There Was A Man Of Newington - KS2 (see Freestyle).
	Spring 2	The Dragon Song	Music from around the world	Friendship, kindness, acceptance, the environment, creativity.	Friendship Song (Scheme Year 2). Bringing Us Together (Scheme Year 3).
	Summer 1	Bringing Us Together	Disco/Anthem	Music unites us, friendship, kindness.	Friendship Song (Scheme Year 2).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 3	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 3 units.

4	Autumn1	Mamma Mia	ABBA	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Other units that relate to the 80s Livin' On A Prayer - KS2 (Scheme Year 5). Don't Stop Believin' - KS5 (see Freestyle).
	Autumn 2	Glockenspiel Stage 2	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.	Using scores / notation in all units.
	Spring 1	Stop!	Grime, Classical, Bhangra, Tango, Latin Fusion	Composition, bullying.	The Fresh Prince Of Bel Air - KS2 (Scheme Year 5).
	Spring 2	Lean On Me	Gospel	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.	A New Year Carol - Gospel version -KS2 (Scheme Year 6). Reflect, Rewind and Replay - History of Music.
	Summer 1	Blackbird	The Beatles	Civil rights. The development of Pop music.	Dancing In The Street (Scheme Year 6).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 4	Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 4 units.

Year	Term	Unit	Styles covered (Historical context)	Topic and cross-curricular links	Links to other units
5	Autumn 1	Livin' On A Prayer	Rock	How rock music developed from the Beatles onwards. Analysing performance.	I Wanna Play In A Band - KS1 (Scheme Year 2). Don't Stop Believin' - KS2 (see Freestyle).
	Autumn 2	Classroom Jazz 1	Jazz	History of music - Jazz in its historical context	Classroom Jazz 2 - KS2 (Scheme Year 6). Supports improvisation generally in previous units.
	Spring 1	Make You Feel My Love	Pop Ballads	Historical context for ballads.	Mamma Mia - KS2 (Scheme Year 4).
	Spring 2	The Fresh Prince of Bel Air	Hip Hop	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	Hey You! - KS1 (Scheme Year 1).
	Summer 1	Dancing In The Street	Motown	The history of Motown and its importance in the development of Popular music. Civil rights.	Happy - KS2 (Year 6). Blackbird - KS2 (Year 4).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 5	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 5 units.

6	Autumn 1	Happy	Pop/Motown	What makes us happy? Video/project with musical examples.	Motown - Happy KS2 (Year 6), Dancing In The Street KS2 (Year 5)
	Autumn 2	Classroom Jazz 2	Jazz, Latin, Blues	History of music - Jazz in its historical context	Classroom Jazz 1 (Scheme Year 5). Supports improvisation generally in other units.
	Spring 1	Benjamin Britten - A New Year Carol	Benjamin Britten (Western Classical Music), Gospel, Bhangra.	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.	Christmas units: Lean On Me - Gospel - KS2 (Scheme Year 4). In The Groove - Bhangra - KS1 (Scheme Year 1).
	Spring 2	Music And Identity	Coming soon...		
	Summer 1	You've Got A Friend	The music of Carole King	Her importance as a female composer in the world of popular music.	Make You Feel My Love - Adele KS2 (Year 5).
	Summer 2	Reflect, Rewind and Replay	Western Classical Music and your choice from Year 6	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	All Year 6 units.

**Information referenced from ([charanga.com](http://charanga.com))**

#### 4. Impact

#### **Monitoring Impact of Curriculum Design and Teaching & Learning**

#### **Role of Subject Leader & Monitoring**

Monitoring the impact of teaching and learning is carried out regularly by the Subject Leader. This consists of:

- Learning walks and lesson observations
- Team teaching and example lessons
- INSETs and staff training sessions for teachers and support staff
- Collection and analysis of assessment data
- Discussions with children about their experiences and learning in Music
- Reporting to the Governing Body as required
- Supporting new staff and providing guidance and training, when necessary

## **5. Resources in Music**

EYFS, KS1, LKS2 and UKS2 have their own range of Musical instruments and resources that can easily be moved between classes. They are checked and updated by the Music Lead on a yearly basis, and they are stored centrally. These are:

- 3 class sets of claves for rhythm work
- 60 glockenspiels, which allows 4 classes to teach tuned instruments at a time with 1 glockenspiel between 2 children.
- A range of tuned and un-tuned percussion instruments.
- Subscription to the Sing Up website for unlimited song bank resources
- A piano with an adjustable stool
- A sound system with Radio Microphones, Mixing desk and CD player
- Song books (kept in the hall)
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## **6. Health & Safety in Music**

Children will be taught how to use materials, tools and equipment correctly and safely in accordance with the schools overall Health and Safety policy.

## **7. Assessment, Recording & Reporting of Music**

Assessment through the key stage is continuous and is performed by the class or PPA cover teacher. Children's work is evaluated through teacher questioning, observation and during classroom discussion both with individuals and groups. Formal reporting takes place within the annual report to parents.

## **8. Provision in Music**

- Those children with a particular interest or aptitude in Music can be given the opportunity to extend their education in a variety of ways, for example recorder groups, choir and instrumental performances in Assembly.
- Specialist teachers are used to teach in Key stage 2 to ensure high- quality music teaching.
- Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically- able child.
- Musically gifted children will be encouraged to extend their abilities and will be given opportunities to lead group activities and perform individually where appropriate.
- Music service special sessions.