



Ball Green Primary School

Music Policy

[September 2021]

Intent – Implementation – Impact

Every child. Every chance. Every day.

Article 28: Every child has the right to an education.

Article 29: Ball Green Primary School has a responsibility to develop every child's personality, talents and abilities to the full.



Our Curriculum vision:

At Ball Green Primary School, our vision for the music curriculum is to create excellent models of positive experiences for learning so that ALL children are excited by our offer of high quality musical opportunities. All children at Ball Green Primary School will have the opportunity to experience music in a 'have a go' environment, where they are able to express their creativity and enjoy all aspects of musical learning no matter what their musical ability is. At Ball Green we believe that music and performance allow children to gain the confidence and grit to pursue dreams and reach their full potential.

Our school recognizes the importance of the enjoyment of teaching and learning music. Music is proven to create a feel good state of mind and improve our mental health. At Ball Green we aim to provide children with a balanced and engaging musical curriculum that compliments all areas of learning. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. Music, particularly singing, is an effective, almost magical medium for learning and retaining information. It activates three different centres of the brain at the same time: language, hearing, and rhythmic motor control. By inducing emotions, it also creates a heightened condition of awareness and mental acuity. Words paired with music are far easier to retain and singing is therefore used across the curriculum to reinforce skills and concepts.

Music also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

"Music can underline our campaign to raise standards and provide other valuable aspects of a child's education. It can be part of a cross-curricular approach, helping with numeracy, developing the talents of those with special needs as well as the gifted. It can also draw on the tremendous history of folk music and ballad writing to reinforce understanding of the history of our culture.."

[(Blunkett, 1998)]

"Everybody, no matter what vocation they're looking at, should add music as an essential to their curriculum. Music can be a very important part of your soul and your growth as a human being. It's so powerful."

[Quincy Jones]

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The curriculum:

At Ball Green we use Charanga music school as a driver for our musical curriculum. The scheme ensures that interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Class Music Lessons: Through the Charanga Musical School programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources have been developed specifically to motivate and capture each individual's personal interest.

The children not only learn about music; they become musicians who are able to share and perform using their new skills.

Singing Assembly: Years 2- 6 (Y1 in summer term) meet once a week to learn new hymns, songs, sing songs of their own choosing and to rehearse ones already learnt. Assemblies are taken by the music lead and provide opportunity for new musical vocabulary, learning and sharing new warm ups and to enjoy singing as part of a large group. Music is selected from a broad range of material including 'Out of the Ark' song books and Charanga to reflect time of year, celebrations and for children's enjoyment.

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Choir: The school has a choir, led by the music lead, which runs weekly and for children from year two to year six. All children are encouraged to join the choir which aims to build confidence and harvest a love for music, singing and performance. The children are not only taught songs (both in unison and in parts) but are given instruction in voice production and articulation. The choir have opportunities to perform in school concerts, enter local school competitions and participate in Music Share concerts across Stoke on Trent.

Clubs: Clubs (with the exception of choir) are changed termly and reflect the enjoyment and needs of the children. The music lead encourages staff to take on a different music themed club each term. These vary from recorder club, guitar club, KS1 music makers, KS2 music makers and garage band club. The purpose of these clubs is to enrich children's love and knowledge of music whilst building on the skills learnt.

City music service provide a 'strings' club weekly after school. This is open to all KS2 pupils, however, Teachers who identify gifted and talented children encourage them to join and progress their skills. This club has a small fee per lesson which is paid termly. Where children are identified as gifted and talented but are unable to afford lessons, the school are able to (if appropriate) support through pupil premium funding.

Peripatetic lessons: At Ball Green we believe all children should have the opportunity to succeed and excel in every are of the curriculum. Pupils in KS2 are provided with the opportunity to access peripatetic music lessons taught by City Music Service. These lessons include Guitar, Ukulele and violin. They take place weekly in one hour sessions in groups of up to 30 (whole class). Currently this provision is provided by the school.

Enrichment opportunities and performance. Pupils are encouraged to perform and watch performances regularly. Some of the opportunities we provide on a yearly basis as well as additional one off performances are: Harvest Festival, Christmas Carol concert (KS2), Christmas nativity (KS1), Singing for the elderly residents at Chatterley Centre, class music lessons, assemblies, end of year awards celebrations, visiting musicians (Key strings/pantomime), Music Share concerts.

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The Charanga Musical School Scheme : The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
3. Performing

Mastery:

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The Activity Manual guides you through each strand of musical learning from Reception to Upper Key Stage 2 in order for you, as a teacher, to plan for your teaching and to see the opportunity to embed a deeper learning, knowledge, understanding and skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

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KS1 Progression: Class teachers have the option to select which units are taught as appropriate to their year group and class text with the support of the music lead. During Autumn 2 we move away from Charanga and have a whole school theme of Christmas performance with a focus on singing.

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			

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LKS2 Progression:

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Sembres and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,EF	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,EF	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	GA	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,EF,G	C,D,E,F,G	C,D,E,F,G	Sembres and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Sembres and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted minims, Minims, Sembres	Crotchets, Sembres, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

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Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,B,C	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancin' In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	I'll Be There	F Major	F,G,A	F,G,A	D,E,F,G,A,Bb,C	Semibreves	Quavers, Crotchets, Minims, Semibreves and rests	Quavers, Crotchets, Minims, Semibreves, dotted notes and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	New Year Carol	G	G,F	F,A,F	N/a	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Happy	C Major	G,A	B,A,G	E,D,C, B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

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Monitoring of the Curriculum:

Standards achieved / received curriculum / experienced curriculum

Assessment –

Learning Walks

Lesson Observations

Resources reviews

Evidence for Learning – Videos of performances and progress from lesson 1 – end of unit.

Child conferences / school council conferences

Subject leader discussions

Link governor visit reports

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