



HILLTOP

PRIMARY SCHOOL

Music Policy

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Under the 1988 Education Reform Act “every child is entitled to a broad and balanced curriculum”. This act introduced the National Curriculum, which states:

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

Here at ‘Hilltop Primary School’ we are proud of the high quality music education and opportunities we offer. All year groups follow the scheme ‘Kapow’ to ensure a consistent approach to teaching and to enable us to show progression through the years. We are lucky to have some of our lessons taught by specialist teachers from outside agencies. Staff are able to observe these lessons, giving them the confidence to then teach these lessons themselves.

Curriculum Aims:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions [formally referred to as musical elements]: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our work towards developing children’s natural creativity begins right at the beginning, in Nursery, as we encourage children to sing songs, make music and dance, and experiment with ways of changing these alongside representing their own ideas, thoughts and feelings through art, music and dance.

Essentially, we want to give all children a love & understanding of music.

Key Stage 1:

Children use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned instruments musically, listen with concentration and



understanding to a range of high-quality music and experiment with, create, select and combine sounds using the inter-related dimensions of music previously referenced.

Key Stage 2:

Children are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression and improvise and compose music for a range of purposes using the inter-related dimensions of music. They listen with attention to detail and recall sounds with increasing aural memory and appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians to develop an understanding of the history of music. They are taught to use and understand staff and other (e.g. 'tab') musical notations.

We are proud to have close links with Dynamics (the Kent Music hub), and Medway Music Association and try to take advantage of anything they have on offer. All children in Year 4 have the opportunity to learn an instrument which is taught by a visiting teacher from Dynamics. The children are taught in class groups and are currently studying ukulele. These children will then perform to their parents at the end of the school year, to present what they have learnt.

As part of the 'Wider Opportunities' initiative, we have many opportunities for the children to. Every year we will now be taking part in a Trust wide performance called "Beyond Voices". This allows children to learn and sing a repertoire of songs in a larger choir than the school choir. This is made up of all five primary schools in the trust. Last year the children become part of the world's largest children's choir at Young Voices.

Last year we were proud to be involved in events organised by MMA:

KS1 Choral Festival- 15 children across Year 1 and 2 attended an event at Chatham Central Theatre, where they sang accompanied with actions along with many other schools. They also performed their own song to the audience on the main stage. We were very proud of their courage.

Extra-Curricular activities-

Choir- Key Stage 1 and Key Stage 2

Singing at Care homes

Singing for Charity



Music Progression Overview

By the end of EYFS:

I can sing songs, make music and dance, and try different ways of changing these songs, music and dance.

I can represent my own ideas, thoughts and feelings through music and dance.

By the end of KS1:

I can use my voice expressively and creatively by singing songs and speaking chants and rhymes.

I can play tuned and untuned instruments musically.

I can listen with concentration and understanding to a range of high-quality live and recorded music.

I can experiment with, create, select and combine sounds using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and grid & graphic notation).

By the end of KS2:

I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression

I can improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure).

I can listen with attention to detail and recall sounds with increasing aural memory.

I can use and understand staff and other musical notations such as 'tab'.

I can appreciate and understand a wide range of high-quality live and recorded music drawn from different genres and traditions and from great composers and musicians.

I have developed an understanding of the history of music.

Statement of Equality

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.



Equality Impact Assessment

Who is the policy or process intended for?	Pupils	Employees	Govs/ Trustees	Volunteers	Visitors
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Status of the policy or process:	New policy or process			Existing policy or process	
	<input type="checkbox"/>			<input checked="" type="checkbox"/>	
Analysis					
Protected Characteristic	Impact analysis			Explanation of impact analysis	
	Positive	Neutral	Negative		
Age:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Disability:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sex:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Gender reassignment:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Race:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Religion or belief:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Sexual orientation:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Marriage or civil partnership:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pregnancy and maternity:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Pupil groups (PP/SEN/CLA):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		
Evaluation and decision making					
Summary of action taken:					
Final decision:					