



# Greatstone Primary School

## Subject Policy - Music

### **Aims**

- To clarify the school music curriculum and effective teaching practice.
- To confirm expectations about the teaching and learning of music.
- To establish music in the wider context of the whole school curriculum outside of discreetly taught lessons.

### **Objectives**

- To enable teachers and learners to effectively engage in the music curriculum
- To make all parties aware of music skills progression across the school
- To ensure the consistency of teaching and learning of music across the school.

### **The Music Curriculum**

#### **The Sing Up Music Curriculum**

From September 2025, Greatstone Primary School delivers music through the Sing Up Music curriculum. This is a fully resourced scheme from Nursery to Year 6 which provides sequenced units of work, supporting both specialist and non-specialist teachers.

### **How Sing Up Works**

- Progressive units: Each year group follows termly units covering singing, listening, composing, improvisation, playing instruments, and performing.
- Musicianship focus: Core musical elements (pulse, rhythm, pitch, dynamics, timbre, structure) are revisited and developed progressively.
- Breadth of repertoire: Children encounter classical works, popular songs, jazz, folk, and music from around the world, alongside original Sing Up songs.
- Integrated resources: Each unit includes lesson plans, recordings, videos, scores, progression snapshots, and cross-curricular links.
- Inclusivity: The programme is accessible for all learners, including SEND and EAL pupils, and promotes cultural diversity and representation.

### **Year Group Breakdown**

- EYFS (Nursery & Reception) – Focus on exploring sounds, singing simple songs, and responding to music through movement and play. Children explore feelings, stories, and the world around them through music. (NC link: Expressive arts and design; exploring and using media and materials.)

- Key Stage 1 (Years 1–2) – Singing simple songs with control, keeping a steady beat, and exploring rhythm and pitch through games and call-and-response. Pupils listen to classical and world music, improvise simple soundscapes, and begin using graphic notation. (NC link: Use voices expressively and creatively, play tuned and untuned instruments, listen with concentration, experiment with sounds.)
- Lower Key Stage 2 (Years 3–4) – Sing in rounds and with increasing pitch range, develop ensemble skills, and use percussion and melodic instruments. Pupils improvise and compose short pieces using notation, and listen to and discuss a wide range of repertoire. (NC link: Improvise and compose music, listen with attention to detail, begin to read staff notation.)
- Upper Key Stage 2 (Years 5–6) – Perform with control and expression, sing in parts and harmonies, and read staff notation with confidence. Pupils compose using structure and harmony, explore different genres and traditions, and develop stagecraft through performances. (NC link: Develop understanding of musical history, use and understand staff notation, perform with increasing accuracy and expression.)

### **Alignment with the National Curriculum**

- Sing Up Music fully supports the statutory aims of the National Curriculum by ensuring that pupils:
- Perform, listen to, review, and evaluate music across a wide range of traditions and genres.
- Learn to sing, play instruments, create, and compose, both individually and in groups.
- Understand musical notation through progressive activities, from graphic symbols to staff notation.
- Gain knowledge of composers, musicians, and traditions from different times and places, developing cultural capital.

The curriculum is also aligned with the Model Music Curriculum (2021), which emphasises singing as the foundation of primary music, progression in musicianship, exposure to high-quality repertoire, and opportunities for creative composition and performance.

### **The Teaching of Music**

- While there is no expectation that music be taught weekly, or at a set time, it is expected that the music objectives outlined in the curriculum plans be delivered over the period outlined in the plan. Teachers may wish to deliver music weekly, or fortnightly or in a 'block' as part of a standalone project.
- Pupils should be given the opportunity to sing frequently across the year

- Pupils should be given opportunities to explore instruments and learn to play and perform using them.
- An interest and exploration of music is to be encouraged throughout other subjects such as Art, Drama and English and quality classical and contemporary music can be played to complement these lessons.

### **Specialist teaching provision**

- The school has previously recruited specialist teaching provision which has historically been designated to Years 4 and 5. Specialist teachers have carried out weekly singing lessons in the school years 2018-19 and 2017-18 for Year 4 as well as an after school singing club. Specialist teachers have also carried out ukulele lessons in the school years 2016-17, 2015-16 and 2014-15 for Year 4. Specialist provision was also made for Year 5 to have singing lessons in 2016-17.
- Specialist teaching provision is currently being sourced, through Kent Music, for 2019-20 onwards.

### **Concerts, Performances and Extra-Curricular**

- In 2018-19, Year 5 took part in the 'Voice in a million' concert at Wembley. In 2017-18, Year 4 performed at St Nicholas Church in Summer and Christmas singing concerts as part of 'Jam on the Marsh' with other local schools.
- Opportunities from 2019-20 and beyond are being investigated and the feasibility of these opportunities will be discussed with SLT. Performances outside of school are often dependent on adequate specialist teaching provision.

### **Assessment**

- Regarding the assessment of music, The National Curriculum states that "By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study"
- As there is no specific guidance for the assessment of music, a judgement can be made on whether a child is simply Working Towards their Key Stage objectives or is working at the Age-Related Expectation.
- There is no expectation that teachers submit data for music during a data capture but such information should be available on request. Depending on what period the data reflects, there should be some evidence of musical progression made over time.
- Audio and video files are acceptable sources of evidence to support judgements made and provide evidence of musical development over time.

### **Resources**

- From the school year 2025-26 we now have our own music room where the instruments are stored and individual lessons take place.
- The school is equipped with a small range of mainly percussion instruments. A complete list of resources can be found at the end of this document. All resources are stored in the music room.
- From 2025 Greatstone Primary have used the funding from Kent music to invest in a new music scheme – Sing Up.

### **Music and Performance in the wider context of the school**

- One to one music lessons are offered by the school and taught by specialist teachers. They take place in the music room.
- Instrument lessons currently offered are for pupils to learn how to play the guitar and keyboard/piano.
- The learning of songs and singing is featured as part of whole class performances including assemblies that focus on whole school values and Christmas and Summer performances. Pupils perform, in school, to an audience of parents, teachers and peers.

### **Monitoring and review**

- This is an agreed, whole school policy. As such, all teachers and support staff are expected to apply it consistently within the aims of its rationale. The application and impact of the Music Policy will be reviewed termly within observations, conversations and feedback conducted by the music lead.
- This policy will be reviewed annually by the subject leader in co-ordination with SLT, staff and governors.

# Improvise and Compose Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make up new words and actions about different emotions and feelings.	Participate in creating a dramatic group performance using kitchen-themed props.	Improvise rhythms along to a backing track using the note C or G.	Compose a pentatonic ostinato.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	Compose a syncopated melody using the notes of the C major scale.
Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose music to march to using tuned and untuned percussion.	Compose call-and-response music.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Improvise and compose, creating atmospheric music for a scene with a given set of instruments.	Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.	Create their own song lyrics.
Explore storytelling elements in the music and create a class story inspired by the piece.	Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Select instruments and compose music to reflect an animal's character.		Create short sounds inspired by colours and shapes.	Create fragments of songs that can be developed into fully fledged songs.	Fit their lyrics to a pulse, creating a chant.
Make up a simple accompaniment using percussion instruments.		Invent simple patterns using voices, body percussion, and then instruments.		Structure musical ideas into a composition.		Write a melody and sing it.
Make up new lyrics and vocal sounds for different kinds of transport.		Follow signals given by a conductor/leader.		Create and read graphic scores.		Structure their ideas into a complete song.
		Structure compositional ideas into a bigger piece.				
		Improvise solos using instruments.				

# Improvise and Compose Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the range and capabilities of voices through vocal play.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	Compose a 4-beat rhythm pattern to play during instrumental sections of a song.	'Doodle' with voices over the chords in the song.	Improvise freely over a drone.	Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.
Create a sound story using instruments to represent different animal sounds/movements.	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise and compose, structuring short musical ideas to form a larger piece.	Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.	Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.	Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
Make up new lyrics and accompanying actions.	Improvise question-and-answer conversations using percussion instruments.	Begin to understand duration and rhythm notation.	Explore ways to create word-based pieces of music.	Compose a fanfare using a small set of notes and short, repeated rhythms.	Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.	Learn some simple choreography to accompany a disco song.
Improvise a vocal/physical soundscape about minibeasts.		Structure musical ideas into a whole-class composition.	Explore ways to communicate atmosphere and effect.	Invent a melody.	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.	Create variations using a wide variety of composing techniques.
				Fit two patterns together.		Improvise on top of a repeating bassline.
				Structure musical ideas into their own compositions.		

# Improvise and Compose Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a song by composing new words and adding movements and props.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Create action patterns in 2- and 3-time.	Invent simple patterns using rhythms and notes C-D-E.	Compose a pentatonic melody.	Compose a kecak vocal piece as part of a group.	Create an accompaniment.
Improvise music with different instruments, following a conductor.	Attempt to record compositions with stick and other notations.	Compose a soundtrack to a clip of a silent film.	Compose music, structuring short ideas into a bigger piece.	Improvise and create pentatonic patterns.	Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.	Create an extended melody with four distinct phrases.
Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i> .	Create musical phrases from new word rhythms that children invent.	Understand and use notes of different duration.	Notate, read, and follow a 'score'.	Use notation to represent musical ideas.	Notate their ideas to form a simple score to play from.	Experiment with harmony.
Compose a 3-beat body percussion pattern and perform it to a steady beat.		Understand and use notes of different pitch.		Create ostinatos.	Compose a simple accompaniment using tuned instruments.	Structure their ideas into a full soundtrack.
Invent and perform actions for new verses.		Understand and use dynamics.		Layer up different rhythms.	Create and perform their own class arrangement.	Create a rhythmic piece for drums and percussion instruments.
				Create and follow a score.		

# Sing and Play Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing with a sense of pitch, following the shape of the melody with their voices.	Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.	Sing a call-and-response song in groups, holding long notes confidently.	Sing in a Gospel style with expression and dynamics.	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Sing a syncopated melody accurately and in tune.
Mark the beat of the song with actions.	Play classroom instruments on the beat.	Sing with good diction.	Play melodic and rhythmic accompaniments to a song.	Play a bass part and rhythm ostinato along with <i>This little light of mine</i> .	Play bass notes, chords, or rhythms to accompany singing.	Sing and play a class arrangement of the song with a good sense of ensemble
Use the voice to adopt different roles and characters.	Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.		Sing by improvising simple melodies and rhythms.	Sing Part 1 of a partner song rhythmically.	Sing in unison while playing an instrumental beat (untuned).	
Match the pitch of a 4-note (la-so-mi-do) call-and-response song.	Sing a unison song rhythmically and in tune.				Keep the beat playing a 'cup' game.	
Sing a tune with 'stepping' and 'leaping' notes.	Play percussion instruments expressively, representing the character of their composition.				Develop and practice techniques for singing and performing in a Gospel style.	
Play a steady beat on percussion instruments.						

# Sing and Play Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a sense of beat by performing actions to music.	Chant together rhythmically, marking rests accurately.	Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.	Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.	Sing swung rhythms lightly and accurately.	Sing a song in two parts with expression and an understanding of its origins.	Sing a round accurately and in a <i>legato</i> style.
Sing an action song with changes in speed.	Play a simple ostinato on untuned percussion.	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.	Play a one-note part, contributing to the chords accompanying the verses.		Sing a round and accompany themselves with a beat.	Sing a chorus in two-part harmony with dancing on the beat.
Play along with percussion instruments.	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.	Learn a part on tuned percussion and play as part of a whole-class performance.		Play a drone and chords to accompany singing.	Decipher a graphic score.
Perform the story as a class.	Sing a simple singing game, adding actions to show a developing sense of beat.	Sing and play, performing composed pieces for an audience.	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.			Play <i>Twinkle, twinkle, little star</i> .
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Create, interpret, and perform simple graphic scores.	Learn a simple rhythm pattern and perform it with tempo and volume changes.	Play repeating rhythmic patterns.			
Sing in call-and-response and change voices to make a buzzing sound.		Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> .	Count musically.			
Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.		Follow signals from a conductor.				

# Sing and Play Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing a song that uses a call-and-response structure.	Perform actions to music, reinforcing a sense of beat.	Demonstrate an internalised sense of pulse through singing games.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.	Sing with expression and a sense of the style of the music.	Sing/chant a part within a kecak vocal performance.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.
Play sea sound effects on percussion instruments.	Sing and chant songs and rhymes expressively.	Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.	Perform vocal percussion as part of a group.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.	Sing and play the melody of <i>Kis nay banaayaa</i> .	
With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).	Sing either part of a call-and-response song.	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance	Play an instrumental part as part of a whole-class performance.	Sing in a 4-part round accompanied with a pitched ostinato.	
Play different instruments with control.	Play the response sections on tuned percussion using the correct beater hold.		Sing solo or in a pair in call-and-response style.	Sing a part in a partner song, rhythmically and from memory.		
Explore dynamics with their voices and instruments.	Echo sing a line independently with teacher leading, then move on to pair singing in echo format.					
Sing a melody in waltz time and perform the actions.						
Transfer actions to sounds played on percussion instruments.						
Sing a song while performing a sequence of dance steps.						
Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.						

# Listen and Appraise Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
identify and describe contrasts in tempo and dynamics.	Listen and move in time to the song.	Recognise and play echoing phrases by ear.	Listen and identify where notes in the melody of the song go down and up.	Listen and move in time to songs in a Gospel style.	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.
Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Respond to musical characteristics through movement.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Begin to develop an understanding and appreciation of music from different musical traditions.	Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).	Recognise individual instruments and voices by ear.	Explore the influences on an artist by comparing pieces of music from different genres.
Respond to music in a range of ways (e.g. movement, talking, writing).	Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	Talk about the effect of particular instrument sounds (timbre).	Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.	Identify features of timbre, instrumentation, and expression in an extract of recorded music.
	Listen to 'Aquarium', reflecting the character of the music through movement.	Recognise and respond to changes of speed (tempo), the length of notes (duration - long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.	Understand that a folk song is music that belongs to the people of a particular place.	Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
			Identify how the pitch and melody of a song has been developed using symmetry.		Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.	Create a shadow movement piece in response to music.
					Understand techniques for creating a song, and develop a greater understanding of the songwriting process.	

# Listen and Appraise Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Listen and identify similarities and differences between acoustic guitar styles.	Listen and copy back simple rhythmic and melodic patterns.	Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Enjoy moving freely and expressively to music.	Listen actively by responding to musical signals and musical themes using appropriate movement.	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Develop active listening skills by responding to musical themes through movement.	Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.	Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.
Listen to music and show the beat with actions.	Create a musical movement picture.	Listen to and analyse four pieces of music inspired by travel/vehicles.	Understand the structure of rondo form (A-B-A-C-A).		Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	
Use appropriate hand actions to mark a changing pitch.	Recognise how graphic symbols can represent sound.		Develop a sense of beat and rhythmic pattern through movement.		Demonstrate an understanding of the history of Argentine Tango.	
Listen to a piece of classical music and respond through dance.			Experience call-and-response patterns through moving with a partner.			
			Listen and compare how different composers have approached creating word-based compositions.			

# Listen and Appraise Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to a range of sea-related pieces of music and respond with movement.	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Recognise and copy rhythms and pitches C-D-E.	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.	Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Develop listening skills, identifying dynamics ( <i>forte</i> , <i>piano</i> , <i>crescendo</i> , and <i>diminuendo</i> ) across a range of different musical styles.	Develop awareness of duration and the ability to move slowly to music.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').	Move in time with the beat of the music.	Watch a film and analyse it in a musical context.	Listen and match vocal and instrumental sounds to each other, and to notation.	Understand different ways that rhymes work in songs.
Listen actively to music in 3/4 time.	Create art work, drawing freely and imaginatively in response to a piece of music.	Understand and explain how beats can be grouped into patterns and identify them in familiar songs.	Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	Identify similarities and differences between pieces of music in a folk/folk-rock style.	Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Identify different elements of a song's structure.
Find the beat and perform a clapping game with a partner.	Listen and copy rhythm patterns.	Move freely and creatively to music using a prop.	Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		Understand and recognise ternary form.	Understand the concept of identity and how you can express that in songs.
Listen to and talk about folk songs from North America.	Listen and copy call-and-response patterns on voices and instruments.	Listen and match the beat of others and recorded music, adapting speed accordingly.				Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.
		Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.				Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

**Current Music Resources stored in Opal Room – December 2019**

<b>Musical Instruments</b>	
	<b>Quantity/Notes</b>
Bells and Castanets	Various
Big Drums	x3
Cowbells	X6
Drums	X4
Glockenspiels	X5
Guitars	x2
Maracas	X13
Music stands	x18
Ocarinas including 'Play your Ocarina' Complete Guide Books 1-4	x44
Recorders	x8 regular x2 large
Resonator bells	X7
Symbols	x2
Tambourines	X8
Triangles	Various
Tuning Forks	1 set
Wooden Beaters and drumsticks	Various, mixed
Wooden Percussion instruments	Various, mixed
Xylophones	X3
<b>Teaching Materials; Books and CDs etc</b>	
LCP Music Resource Files	Key Stage 1 and 2 with CDs
Sing Up magazines with CDs	Autumn 2009, Spring 2010, Summer 2010, Autumn 2010, Spring 2011, Summer 2011, Spring 2012
Our Singing School	Key Stage 1&2 book and CDs
Nativity/Christmas Scripts and sheet music	Various
Miscellaneous musicals with accompanying CDs and sheet music	Various