



**St. Giles' C of E Primary School**  
**Music Policy**

***'You must love one another as I have loved you.'* John 13 v 34.**

Working together with love we will provide a happy and nurturing environment where all will, ***'learn to love and love to learn'***, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

***Learn to Love - Love to Learn***

***'You must love one another as I have loved you.'* John 13 v 34**

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

**Aims and objectives**

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. – Model Music Curriculum.

At St Giles' C.E. Primary School, 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.

As stated in the Model Music Curriculum:

- At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week.
- In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. Teachers from the local Music Education Hub will support the mandatory term. Opportunities for development should continue beyond the mandatory term.

- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

### **Music Scheme**

St Giles' follows 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 provides engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the Model Music Curriculum.

The scheme consists of an integrated, practical, exploratory and child-led approach to musical learning.

Charanga's interrelated dimensions of music, thread through the units, encourage the development of musical skills as the learning progresses through listening and appraising, improvisation, composition and performance.

### **Sing Up-**

Sing Up is a quality singing provision that deepens children's understanding of music and singing, bolster curriculum learning, and develop lasting tools to express themselves with confidence. It provides all teachers access to singing in class and increases opportunities for children to enjoy singing as part of their everyday lives, in and out of school.

### **Teaching and learning style**

At St Giles' School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the children's confidence. Singing lies at the heart of good music teaching and builds a foundation for music to develop from.

- All children receive 1 hour a week of music tuition.
- Year 3 and Year 5 receive instrumental tuition from the Walsall Music Hub.

### **Inclusion-**

Music has a rare and unique ability to bring people together; music making can make a whole class, school and community feel connected to others and part of something bigger. At our school, we celebrate the inclusion of pupils with special educational needs and disabilities leading to improved access and greater choice for all pupils to realise their creative potential. Teachers set high expectations for every pupil, whatever their prior attainment. Using appropriate assessment, our teachers set targets, which are deliberately ambitious, whilst identifying potential areas of difficulty that can be addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

## Music curriculum planning



There are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into this scheme of work means that the children are increasingly challenged as they move through the school.

The lesson plans give directive instructions directly from Charanga. They are obtainable from the interactive Charanga Scheme.

### Progression-

#### Musical Progression – KS1



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 Rip	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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#### Musical Progression – KS2



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	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	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,E,F	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	G,A	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,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves 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, Semibreves	Crotchets, Semibreves, 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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## Musical Progression – KS2

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
5	Autumn 1	Live! 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	The 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	Dancing 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	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	Autumn 2	Classroom Jazz 2	C Major C Blues	C,D,E,F,G,A,B,C C,Bb,G	C,D,E,F,G,A,B,C C,Bb,G,F	C,D,E,F,G,A,B,C C,Bb,G,F,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E C,Bb,G	C,D,E,F,G C,Bb,G,F	C,D,E,F,G,A,B,C C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - 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	Music And Identity	Coming soon...												
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			

EYFS uses a blended approach of Charanga Musical School, nursery rhymes and Sing Up.

### Assessment and recording

Teachers assess children’s work in music by making formative judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and records these grades. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year. In line with our termly ‘data drops’ and to manage workload, video recording are made for assessment purposes.

Assessment is part of the learning process. Recordings are kept for evidence to monitor the children’s progress.

By the end of each Key Stage, pupils are expected to know, apply and understand the skills and processes specified. Focus on musical learning, progression and appropriate differentiation. Teachers must both prepare and teach musically, making sure that music is the dominant language of learning. Teachers will listen to the children’s musical responses and strive for quality and the next level of musical excellence.

Children’s attainment and progress is recorded using Educater.

### Additional music teaching

Walsall Music Hub delivers a qualified music teacher who teaches group recorder/ violin lessons to years 3 and 5.

At St Giles’ our Music Coordinator runs a choir open to Key Stage 2 after school. Walsall Music Hub’s specialist music teacher, runs a recorder club and violin club afterschool. Children have the opportunity to perform in a variety of concerts at our school, the church, during school events and in the local community.

## **The School Choir-**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which KS2 children are invited to join, performing in public on a number of occasions throughout the year, for example at the Christmas carol concert.

The school choir lead our worship each week in St. Giles Church.

## **The contribution of music to teaching in other curriculum areas:**

### **English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

### **Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

### **Information and communication technology (ICT)**

ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. Children improve the presentation of their work through the use of ICT.

### **Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

### **Spiritual, moral, social and cultural development**

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St Giles School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

## **Resources**

- Charanga Musical School
- BBC Ten Pieces
- Sing up

- Kapow

### **Monitoring and review**

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader has specially allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject.

Reviewed: 1 February 2024

To be reviewed: 28 February 2026



[Article 28 \(right to education\)](#)

[Article 29 \(goals of education\)](#)

[Article 31 \(leisure, play and culture\)](#)