



ST. ANNE'S COPP
CHURCH OF ENGLAND PRIMARY
SCHOOL, GREAT ECCLESTON



Music Policy



SEPTEMBER 2026

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Next review due: September 2028

"Let us love, not in word, but in truth and action." (1 John 3:18)

In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in **compassion and **understanding**, **promote justice** and possess commitment and **aspire** to make a positive difference. We offer an ambitious curriculum that ignites **curiosity** along with high personal expectations that fosters **resilience** and which enables them to flourish. Our children are easily distinguished by the **courage** they show when making brave choices and understand the importance of becoming the very best versions of themselves.**

INTENT: to engage and inspire pupils to develop a love of music, to celebrate their musical talents, increasing self-confidence, creativity, and sense of achievement. Where possible, music is taught within themes in order to make it a real-life learning process.

In the Early Years, pupils learn about music through different themes and areas of learning. Learning includes recognising, identifying, recording and discussing sounds; listening to a wide range of music and responding to this through a range of ways; playing along to and creating simple music; singing songs and performing for others.

As well as discrete music lessons in class, hymns are studied and sung during whole school worship.

Instrumental tuition is important at St Anne's Copp, and we provide peripatetic lessons in keyboard, guitar and brass. Pupils from Y3 are encouraged to join St Anne's Copp Choir. Groups/individuals are encouraged to showcase their talents during a range of forums, whenever they are confident to do so.

EYFS, KS1 and KS2 use the EYFS Statutory Framework and National Curriculum to inform their planning. All year groups aim to provide a broad and balanced curriculum and allow opportunities for pupils to experience a wide range of opportunities regarding music. In KS2, music is taught by an experienced music teacher – Racheal Ingham.

Whole School Overview			
	AUTUMN	SPRING	SUMMER
EYFS	<u>Exploring Sounds</u> Children explore using their voices, bodies and instruments to make a variety of sounds and use this to try and recreate sounds in nature	<u>Music and Movement</u> Children will learn why songs have actions and will be able to find a beat to music, they will be able to find a tempo and pitch through music and will perform songs.	<u>Musical Stories</u> Learn actions and words to songs and learn to sing in time. They will listen to an orchestra to see what instruments they can hear and recognize if an instrument makes a loud or quiet noise.
Y1	<u>Musical Vocabulary</u> Children will learn musical vocabulary such as pulse, tempo, dynamics, timbre, pitch, rhythm, texture and structure.	<u>Classical Music, Dynamics and Tempo</u> Children will learn to sing a song in sections as well as performing a song in a group to an audience. They will use different instruments to make different animal sounds.	<u>Pitch and Tempo</u> Children will recognise pitch and create a pattern using two pitches. They will recognise tempo and will create and perform their own song.
Y2	<u>Orchestral Instruments</u> Children will listen to an orchestra and pick out the instruments involved, they will choose instruments to match events and will retell a story using music.	<u>Musical Me</u> Children will sing and play an instrument at the same time. They will begin to use notation to represent music being played and will perform a piece of music to an audience.	<u>Call and Response</u> Children will recognize and use simple notation, they will learn a traditional song and create a rhythm based on call and response.
Y3	<u>History of Music – Beethoven</u> Fact finding – who was he, what was he famous for, listen to some of his work, including how it has been adapted and used in more modern work (5th symphony in pop music etc) Explore playing some famous excerpts (Ode to Joy, 5 th symphony motif). Compose their own version of the 5 th Symphony motif.	<u>Recorders</u> Learn to read and play the notes B, A and G and use them to play a variety of simple pieces, including using backing tracks.	<u>Rhythm and Beat</u> Explore the difference between rhythm and beat using body percussion and a variety of percussion instruments, including samba drums. Learn to read and play simple rhythms using musical notation (crotchets, quavers, minims)
Y4	<u>Recorders</u> Learn to read and play the notes B, A and G and use them to play a variety of simple pieces, including using backing tracks. Move on to the notes C and D.	<u>Listening / Vocal Performance</u> Listen to various acapella vocal performances (Pentatonix, various different pop/Disney songs etc on YouTube). Explore using voices to create different sounds, singing, beat boxing etc. Create vocal performances using vocal effects and singing.	<u>Samba Drumming</u> Learn about the origins of Samba music and listen to examples. Explore the use mnemonics when creating samba rhythms. Use the beat to perform together.
Y5	<u>History of Music – Film Music</u> Explore how music is used in film and TV. Find out about American film composer John Williams, listen to some of his music (Star Wars, Harry Potter, Superman, Jaws etc). How he uses the inter-related dimensions of music to create different effects (particularly tempo, timbre and dynamics). Explore pitch using the glockenspiels and use them to play simple film motifs. (Jaws, Superman)	<u>Recorders</u> Learn to read and play the notes B, A, G, C and D and use them to play a variety of simple pieces, including duets and small group performances.	<u>Samba Drumming</u> Children will learn to layer different rhythms to create simple samba performances using a variety of percussion instruments. Explore question and answer and learn to follow a conductor when performing.
Y6	<u>Recorders</u> Learn to read and play the notes B, A, G, C, and D and move on to E, and F#. Use them to play a variety of simple pieces, including simple Christmas Carols.	<u>Glockenspiels</u> Explore pitch using the glockenspiels. Learn to read and play variety of simple pieces and explore their structure (repeated patterns/good notes to start and finish on etc). Compose simple melodies and use musical notation to write them down.	<u>Samba Drumming</u> Children will use previous knowledge of Samba to create their own performances using layered rhythms, question and answer, samba 'stop'. They will experience being the conductor and leading others when performing.

EYFS			
	AUTUMN	SPRING	SUMMER
Early Years Foundation Stage Framework	• Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and perform art, express their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
Vocabulary	Sounds, Voices, Instruments, Environment, Nature	Pitch, Tempo, Actions, Beat, Movement	Lyrics, Melody, Instruments, Orchestra, Loud, Quiet, Noise, Guitar, Drums, Keyboard, Saxophone, trumpet
Listening and Performing	Understand how to listen carefully and why listening is important. Listen to and talk about stories to build familiarity and understanding. Explore and engage in music making and dance, performing solo or in groups.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
Knowledge	Explore and engage in music making and dance, performing solo or in groups. Playing and exploring.	Think about the perspective of others.	Listen attentively, move to and talk about music, expressing their feelings and responses.

<u>YEAR 1</u>			
	AUTUMN	SPRING	SUMMER
National Curriculum	• play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music.	• experiment with, create, select and combine sounds using the interrelated dimensions of music • Play tuned and untuned instruments musically	• experiment with, create, select and combine sounds using the interrelated dimensions of music • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically.
Previous Learning	Reception - Spring	-	-
Vocabulary	Pulse, Tempo, Timbre, Change, Pitch, Rhythm, Layer	Observe, Call, Response, Steady, Pulse, Instrument	Pitch, Higher, Lower, tempo, accelerando, Compose
Listening and Performing	• Play and perform in solo and ensemble contexts • Play instruments with increasing confidence and control	• Explain own ideas/feelings about music • Know how time and place can influence music • Experiment with and develop musical ideas • Improvise music for a range of purposes	• Sing in unison • Sing with accuracy, expression and fluency
Knowledge	• Choose/use appropriate musical vocabulary	• Appreciate the music of different musicians • Use musical and expressive language	• Choose/use appropriate musical vocabulary

<u>YEAR 2</u>			
	AUTUMN	SPRING	SUMMER
National Curriculum	• play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the interrelated dimensions of music	• play tuned and untuned instruments musically • Experiment with, create, select and combine sounds using the interrelated dimensions of music.	• play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the interrelated dimensions of music • use their voices expressively and creatively by singing songs and speaking chants and rhymes
Previous Learning	Reception- Summer	Year 1 - Autumn	-
Vocabulary	Orchestra, tempo, dynamic, timbre, bass, guitar, percussion, drums, keyboard, trumpet, saxophone	Rhythm, Melody, Accurate, Dynamics, Timbre, Pitch, Notation, Instruments	<i>Sequence, Instruments, Replicate, Rhythm, Notation, Patterns, Ghana, Call and Response,</i>
Listening and performing	• Explain own ideas/feelings about music • Know how time and place can influence music • Experiment with and develop musical ideas • Improvise music for a range of purposes	• Play and perform in solo and ensemble contexts • Play instruments with increasing confidence and control	• Sing in unison • Sing with accuracy, expression and fluency
Knowledge	• Appreciate the music of different musicians • Use musical and expressive language	• Begin to understand musical notation	• Appreciate/understand wide range of music from different traditions

Year 3			
	AUTUMN	SPRING	SUMMER
National Curriculum	Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.	- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notation	- Improvise and compose music for a range of purposes using the inter-related dimensions of music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music
Previous Learning	Year 2 - Summer	Year 2 - Summer	Year 2 - Autumn
Vocabulary	<i>Compose, duration, Beethoven, Symphony, Motif, improvise, compose</i>	Solo, ensemble, accuracy, fluency, control, expression, staff	Ensemble, accuracy, fluency, control, unison, rhythm, beat
Listening and Performing	- Explain own ideas/feelings about music - Know how time and place can influence music Analyse and compare sounds	- Listen with attention to detail - Play and perform in solo and ensemble contexts Play instruments with increasing confidence and control	- Recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts Play instruments with increasing confidence and control
Knowledge	- Review/evaluate music across history, genres, styles, traditions - Develop an understanding of history of music - Appreciate the music of great composers and musicians	Begin to understand musical notation	Appreciate/understand wide range of music from diff traditions

<u>YEAR 4</u>			
	AUTUMN	SPRING	SUMMER
National Curriculum	- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notation	- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. - Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians.	- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and musicians.
Previous Learning	Year 3 - Spring	Year 3 - Summer	Year 3 - Autumn
Vocabulary	<i>Solo, ensemble, notation, pitch, tempo, high, low</i>	<i>Acapella, vocal, pitch, tempo, timbre, unison,</i>	<i>Rhythm, beat, Samba, unison, ensemble</i>
Listening and Performing	- Listen with attention to detail - Play and perform in solo and ensemble contexts - Play instruments with increasing confidence and control	- Listen with attention to detail - Analyse and compare sounds - Explain own ideas/feelings about music - Sing in unison and in two parts - Sing with accuracy, expression and fluency	- Listen with attention to detail - Play and perform in an ensemble - Talk about how sounds are created
Knowledge	Begin to understand musical notation	- Appreciate the music of different musicians - Use musical and expressive language	Show an understanding of musical composition
Instruments	Recorders	Glockenspiels	Percussion/Samba drums

Year 5			
	AUTUMN	SPRING	SUMMER
National Curriculum	- Improvise and compose music for a range of purposes using the inter-related dimensions of music - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. - Develop an understanding of the history of music	- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other musical notation	- Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. - Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition - Improvise and compose music for a range of purposes
Previous Learning	Year 4 - Autumn	Year 4 - Spring	Year 4 - Summer
Vocabulary	<i>Pitch, beat, dynamic, tempo, timbre, composer,</i>	<i>Perform, structure, staff, notation, solo, ensemble,</i>	<i>Perform, structure, ensemble, pulse, beat, rhythm</i>
Listening and Performing	- Listen carefully and critically to music - Talk about how sounds are created - Listen to/discuss different views on music - Know how time and place can influence music - Select sounds/musical ideas for effect - Combine inter-related dimensions for effect - Develop compositions to be effective	- Recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts - Play instruments with increasing confidence and control	- Recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts - Play instruments with increasing confidence and control - Know how time and place can influence music - Manipulate different sounds for effect
Knowledge	- Review/evaluate music across history, genres, styles, traditions - Develop an understanding of history of music - Appreciate the music of great composers and musicians	- Choose/use appropriate musical vocabulary - Use/understand staff and other musical notation	- Choose/use appropriate musical vocabulary - Review/evaluate music across history, genres, styles, traditions
Instruments	Glockenspiels	Recorders	Percussion/Samba drums

Year 6			
	AUTUMN	SPRING	SUMMER
National Curriculum	• Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. • Use and understand staff and other musical notation	• Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Use and understand staff and other musical notation	• Improvise and compose music for a range of purposes using the inter-related dimensions of music • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music
Previous Learning	Year 5 - Autumn	Year 5 - Summer	Year 5 - Spring
Vocabulary	Perform, structure, create, solo, ensemble, notation, notes, staff	Pitch, effect, perform, structure, composition, repeated, patterns, pitch, glockenspiel, melodies, notation,	Compose, composition, pitch, beat, dynamic, tempo,
Listening and Performing	• Recall sounds with increasing aural memory • Play and perform in solo and ensemble contexts • Play instruments with increasing confidence and control	• Talk about how sounds are created • Play and perform in solo and ensemble contexts • Play instruments with increasing confidence and control	• Listen carefully and critically to music • Talk about how sounds are created • Listen to/discuss different views on music • Know how time and place can influence music
Knowledge	• Choose/use appropriate musical vocabulary • Use/understand staff and other musical notation	• Choose/use appropriate musical vocabulary • Use/understand staff and other musical notation	• Review/evaluate music across history, genres, styles, traditions • Develop an understanding of history of music • Appreciate the music of great composers and musicians
Instruments	Recorders	Glockenspiels	Percussion/Samba drums

Musical terms explained

Pitch: how high or low the notes are

Duration: the length of musical notes or patterns and the rhythm they follow

Dynamics: the volume of the music (loud or soft)

Tempo: the speed or pace of music (eg fast, slow, getting faster)

Timbre: the types of sound (eg harsh, bright, smooth)

Texture: the amount of layers in music (eg solo or a collection of instruments/voices)

Structure: how sounds are organised (they may be repeated and/or have different sections)

Scheme

The music curriculum is planned by the music subject leader. The National Curriculum programmes of study are adhered to and a broad and balanced curriculum is ensured through the design of units which incorporate a range of skills and knowledge, including composing, listening, applying, responding, reviewing and controlling.

Whilst music is incorporated freely into the curriculum and embedded through other subjects, music skills are also taught discretely. A rolling programme is planned so that no subject matter is repeated, but skills are revisited throughout each key stage.

Assessment

Units are planned according to themes studied in each class and the current national curriculum programmes of study.

Skills and knowledge, as set out in the assessment documents, are assessed throughout each unit. This is done through observation, discussion with pupils, work scrutiny and individual/group/class compositions.

Roles and Responsibilities

The subject leader will actively support by encouraging staff, praising good practice and supporting staff development and in-service training.

The class teacher will be responsible for the teaching of music as set out in this policy. In instances where music is taught during PPA time, the class teacher will liaise with the PPA provider to ensure that music is taught effectively.