

Music Policy

Jotmans Hall Primary School



Approved by:	Governing Body of Jotmans Hall Primary School
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PENDING

Date approved:	September 2026
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Review due:	September 2028
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Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.

(The full JHS Equality Statement can be found on our website: www.jotmanshall.co.uk)



Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.

1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.jotmanshall.co.uk



Subject Intent

At Jotmans Hall Primary School, we believe that every child should experience a rich, engaging and ambitious music education that nurtures creativity, confidence and a lifelong appreciation of music. Our curriculum is designed to provide all pupils with the knowledge, skills and experiences needed to become confident performers, composers and listeners. Through high-quality teaching, practical musical experiences and opportunities to perform both within school and the wider community, we aim to inspire children to express themselves creatively while developing a deep understanding of music from a wide range of cultures, genres and historical periods.

The **Music Curriculum Intent** illustrates the progressive journey that pupils follow from Reception through to Year 6. From their earliest experiences of singing, movement and rhythm, children build secure musical foundations before developing their ability to perform, compose, improvise, listen critically and use increasingly sophisticated musical vocabulary and notation. Learning is carefully sequenced to ensure that knowledge and skills are revisited and built upon year after year, enabling pupils to become increasingly accurate, fluent and expressive musicians while developing an appreciation of the work of significant composers and musicians from different traditions.

Our curriculum extends beyond regular class music lessons to provide meaningful opportunities for all pupils to apply and celebrate their learning. Children regularly perform to audiences, participate in assemblies, productions and school events, and have access to extra-curricular choir and instrumental tuition. By fostering a culture where music is valued and celebrated, we ensure that every child, regardless of their starting point, has the opportunity to develop their musical potential, experience success and leave Jotmans Hall with the confidence, skills and enthusiasm to continue their musical journey.

Music Curriculum Intent

Music Intent	Reception	Year 1 Year 2	Year 3 Year 4	Year 5 Year 6
<i>'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.'</i> Department of Education, National Curriculum. At Jotmans Hall Primary School, our aim is to provide a music curriculum which will enable each child to reach their full potential in music, encourage children to enjoy singing, composing and performing and provide children with the opportunity to perform in front of an audience both in and outside of school.	Children are taught to enjoy a wide range of familiar songs, to move rhythmically and to create movement in response to music. They will be encouraged to sing, create their own rhythms and simple songs. These are embedded in their role play opportunities. Children will begin to develop preferences for forms of expression and use movement to express their feelings.	Children are taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music. Year 1 children <u>have the opportunity to perform in a traditional style</u>, musical based Nativity where they are encouraged to sing in groups and play instruments. Whilst Year 2 children <u>have the opportunity to take part in the local 'Key stage 1 music festival'</u> Alongside their semi-regular music lessons.	Children are taught to 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 in a cross-curricular way. Pupils will be taught to: ♣ play and perform in solo and ensemble contexts with increasing confidence, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ Begin to improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with increasing attention to detail and recall sounds with increasing aural memory ♣ Begin to use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ Begin to develop an understanding of the history of music. Children in KS2 will be able to demonstrate these skills through year group 'shows' alongside their semi-regular music lessons. An extra-curricular Choir is also offered to children in years 4, 5 and 6.	Children are taught to 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 in a cross-curricular way. Pupils will be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and 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 ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ 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. Children in KS2 will be able to demonstrate these skills through year group 'shows' alongside their semi-regular music lessons. An extra-curricular Choir is also offered to children in years 4, 5 and 6.

Aims and outcomes

Early Years Foundation Stage (EYFS)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children



through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.

Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

National Curriculum

By the time pupils leave Jotmans Hall Primary School, they should:

- Know and understand the interrelated dimensions of music – pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation – and how these combine to create, perform and communicate musical ideas.
- Know and understand a broad range of music from different historical periods, genres, styles, traditions and cultures, including the works of significant composers and musicians, developing an appreciation of music's place in history and across the world.
- Be able to sing confidently and accurately, perform individually and as part of an ensemble using their voices and a range of tuned and untuned instruments, demonstrating increasing fluency, control, expression and musicianship.
- Be able to improvise, compose and arrange music for a variety of purposes, applying their understanding of the interrelated dimensions of music to communicate musical ideas creatively and confidently.
- Understand how music is created, performed, recorded and represented through musical notation, listening with increasing attention to detail and using appropriate musical vocabulary to describe, compare, analyse and evaluate music.
- Develop a lifelong appreciation and enjoyment of music by recognising its importance across different cultures, communities and historical periods, leaving primary school as confident, creative and reflective musicians who are well prepared to continue their musical journey.

4. Teaching and Learning

Music is taught in classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of music might involve:

- | | |
|---------------------------|--|
| ➤ Whole-class teaching | ➤ Listening to a wide range of genres |
| ➤ Peripatetic teaching | ➤ Field trips |
| ➤ Small group discussions | ➤ External speakers |
| ➤ Handling instruments | ➤ Performances in assembly, to parents and at external venues. |

5. Curriculum Implementation



A Drill down into the knowledge, skills, games and activities for each area, can be found on the Charanga website under the 'Scheme' tab and by clicking on 'English Model Musical Curriculum Scheme.

Each year group will have a 'performance' half term each year and when these are performed will be decided on a year-by-year basis. The curriculum overview allows for 1 lesson a fortnight. This document allows for 1 lesson a week should there be time, however, the expectation is only 1 lesson per fortnight.

Whole School Curriculum Overview – Music

Rolling Programme Year A

	EYFS	1/2	3/4	5/6
Autumn	Performance Christmas 'Crafternoon' Popular and traditional Christmas songs	Performance Cedar & Beech – Nativity Willow – Infant Music Festival	Writing Music Down	Melody and Harmony in Music
Spring	Lots of opportunities within continuous provision to explore and make music. Children are taught a wide range of nursery rhymes, counting songs among others.	Dance, Sing and Play!	Performance	Composing and Chords
Summer		Having Fun with Improvisation	More Musical Styles	Performance

A Drill down into the knowledge, skills, games and activities for each area, can be found on the Charanga website under the 'Scheme' tab and by clicking on 'English Model Musical Curriculum Scheme.

Each year group will have a 'performance' half term each year and when these are performed will be decided on a year-by-year basis. The curriculum overview allows for 1 lesson a fortnight with a 'free' unit to allow for the performance. This document allows for 1 lesson a week should there be time, however, the expectation is only 1 lesson per fortnight.

Whole School Curriculum Overview – Music

Rolling Programme Year B

	EYFS	1/2	3/4	5/6
Autumn	Performance Christmas 'Crafternoon' Popular and traditional Christmas songs	Performance Cedar & Beech – Nativity Willow – Infant Music Festival	Musical Structures	Music and Technology
Spring	Lots of opportunities within continuous provision to explore and make music. Children are taught a wide range of nursery rhymes, counting songs among others.	Inventing a Musical Story	Performance	Musical Styles Connect Us
Summer		Exploring improvisation	Compose with your friends	Performance



Knowledge Organiser - Year 1 Unit 2

Musical Spotlight: Dance, Sing and Play!

Social Question: How Does Music Tell Stories About the Past?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen carefully and copy back the actions.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions, thinking about the music.
Respond to different high and low pitches.	Improvise using one, two or three notes, using C, D and E.  C D E How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song.

SONG 1 Twinkle, Twinkle, Little Star Style: Reggae	SONG 2 In The Orchestra Style: 20th and 21st Century Orchestral	SONG 3 Daisy Bell (Bicycle Built For Two) Style: 20th and 21st Century Orchestral	SONG 4 Dancing Dinosaurs Style: Pop	SONG 5 Rock-a-bye Baby Style: Lullaby	SONG 6 I'm A Little Teapot Style: Pop
Vocal Sing a melody that travels up and down (ascending and descending) by step.  Instrumental Which part did you play? Part 1: D, E, F# Part 2: D, F# Improvise Which notes or symbols did you improvise with?	Vocal Sing clearly and rhythmically with the Orchestral backing track. Did you think of some actions to go with the song? What were they?	Vocal Sing a melody that has long and short rhythms, and high and low sounds. Compose Which notes or symbols did you compose with?	Vocal Sing a melody that makes you want to dance to the beat. Instrumental Which part did you play? Part 1: C, D, E Part 2: C, D Improvise Which notes or symbols did you improvise with?	Vocal Sing clearly and rhythmically with the Lullaby backing track. What did the lyrics mean to you? What was your favourite line in the song? Did you think of some actions to go with the song? What were they?	Vocal Sing a song with four beats in a bar. Did you stand nicely when performing the song? Perform Which songs did you perform? Which was your favourite?

Knowledge Organiser - Year 2 Unit 5

Musical Spotlight: Exploring Improvisation

Social Question: How Does Music Make Us Happy?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen to the music carefully, move to the music.
Play or clap simple rhythmic patterns using long and short sounds.	Clap two-beat rhythms, creating long and short sounds.	Respond to the questions and use any musical words that you know. Explore your feelings and thoughts towards the music.
Respond to different high and low pitches. 	Improvise using one, two, three, four or five notes, on G, A, B, C and D.  How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song. Do you know any more? 

SONG 1 I Wanna Play In A Band Style: Rock	SONG 2 Music Is All Around Style: Jazz	SONG 3 Saying Sorry Style: Calypso
Vocal Singing with a clear voice and expressing the words with meaning is important. Did you sing with good posture? How fast or slow did you think the tempo of the music was? Instrumental Which part did you play?  Glockenspiel: Part 1: C, D, F Part 2: C, D, F Recorder: Part 1: G, A, B, C Part 2: G, A, B, C Improvise Which notes did you improvise with? Did you use one, two or three notes? Compose Which notes or symbols did you compose with?	Vocal Singing with actions is fun and helps you to remember the words. Did you sing with actions? What do you think this song is about? Instrumental Which part did you play?  Glockenspiel: Part 1: D, E, G, A Part 2: E, G, A Recorder: Part 1: E, G, A Part 2: E, G, A	Vocal When singing, posture is very important. Try standing or sitting in a relaxed position with level shoulders, hands on your legs and feet placed hip-width apart. How was your posture? Have you been a superstar, singing a solo? Perform Which songs did you perform? Which was your favourite? Did you include the Musical Spotlight and Social Question as part of your performance?



Knowledge Organiser - Year 1 Unit 5

Musical Spotlight: Having Fun with Improvisation

Social Question: What Songs Can We Sing to Help Us Through the Day?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen carefully and copy back the actions.
Play or clap simple rhythmic patterns using long and short sounds.	Clap three-beat rhythms, creating long and short sounds.	Respond to the questions, thinking about the music.
Respond to different high and low pitches.	Improvise using one, two or three notes, using C, D and E.  How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song.

SONG 1 Getting Dressed Style: Pop	SONG 2 Dress Up Style: Jazz: Swing	SONG 3 Brush Our Teeth Style: Pop	SONG 4 Get Ready Style: Pop	SONG 5 Up and Down Style: Pop	SONG 6 Star Light, Star Bright Style: Lullaby
Vocal Sing a melody that has long and short rhythms, and high and low sounds. Instrumental Which part did you play?  Part 1: C, D, E, F, G, A Part 2: C, D, E	Vocal Sing clearly and rhythmically with the Jazz backing track. What did the lyrics mean to you? What was your favourite line in the song? Did you think of some actions to go with the song? What were they?	Vocal Sing a melody that travels up and down (ascending and descending) in steps. Instrumental Which part did you play?  Part 1: C, D, E Part 2: C, D Improvise/Compose Which notes or symbols did you improvise and/or compose with?	Vocal Sing clearly and rhythmically with the Pop backing track. What did the words mean to you? Instrumental Which part did you play?  Part 1: C, D, E Part 2: C, D	Vocal Sing along to the Pop backing track with energy and enthusiasm. Sing a melody that travels up and down (ascending and descending), and moves in leaps and steps. What did the words mean to you?	Vocal Sing gently and calmly with the Lullaby backing track. Did you stand nicely when performing the song? Did you think of some actions to go with the song? What were they? Perform Which songs did you perform? Which was your favourite?

Knowledge Organiser - Year 2 Unit 3

Musical Spotlight: Inventing a Musical Story

Social Question: How Does Music Make the World a Better Place?

Name:

Class:

Understanding Music	Improvise Together	Listen and Respond
Let's find and keep a steady beat.	Keep a steady beat when improvising.	Listen to the music carefully, move to the music.
Play or clap simple rhythmic patterns using long and short sounds.	Clap four-beat rhythms, creating long and short sounds.	Respond to the questions and use any musical words that you know. Explore your feelings and thoughts towards the music.
Respond to different high and low pitches. 	Improvise using one, two or three notes, using A, B and C.  How many notes did you improvise with?	Enjoy some 'Did You Know?' facts about the song. Do you know any more?

SONG 1 Rainbows Style: Pop	SONG 2 Hands, Feet, Heart Style: Kwela	SONG 3 All Around The World Style: Pop
Vocal Singing with a clear voice and expressing the words with meaning is important. Did you sing with good posture? How fast or slow did you think the tempo of the music was? Instrumental Which part did you play?  Glockenspiel: Part 1: C, D, E Part 2: C, D, E Recorder: Part 1: G, A, B Part 2: G, A, B Compose Which notes or symbols did you compose with?	Vocal Singing with actions is fun and helps you to remember the words. Did you sing with actions? What do you think this song is about? Instrumental Which part did you play?  Glockenspiel: Part 1: E, F, G, A, B, C Part 2: E, F, G, A, B, C Recorder: Part 1: G, A, C Part 2: G, A, C Improvise Which notes did you improvise with? Did you use one, two or three notes?	Vocal When singing, posture is very important. Try standing or sitting in a relaxed position with level shoulders, hands on your legs and feet placed hip-width apart. How was your posture? Have you been a superstar, singing a solo? Did you notice the call and response between vocal parts? Perform Which songs did you perform? Which was your favourite? Did you include the Musical Spotlight and Social Question as part of your performance?



Knowledge Organiser - Unit 3 Year 4



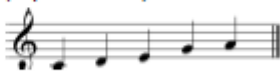
Musical Spotlight: Compose with Your Friends
Social Question: How Does Music Improve Our World?

Name:
Class:

Understanding Music

Tempo:	Allegro — At a brisk speed (150bpm)
Time signature:	3/4 — there are three crotchet beats in a bar
Key signature:	G major — there is one sharp in the key signature (#)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets and quavers

Improvise Together

Time signature:	4/4
Key signature:	C major
Notes:	C, D, E, G, A (C pentatonic) 

SONG 1 Bringing Us Together Style: Disco

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no flats or sharps in the key signature



Circle the part you played:

- Part 1: G, A, C
- Part 2: G, A, C
- Part 3: G, A, C
- Part 4: C

Circle the notes you composed with:

C, D, E, F, G, A, B

SONG 2 Old Joe Clark Style: Folk

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: D major — there are two sharps in the key signature



Circle the part you played:

- Part 1: D, E, F#, G, A, B, C
- Part 2: D, E, F#, G, A, B, C
- (Recorder): F#, G, A, B, C
- Part 3: D, E, F#, A, C
- (Recorder): F#, G, A, B, C
- Part 4: D
- (Recorder): F#, A, B, C

Circle the notes you improvised with:

D, E, F#, A, B

SONG 3 Dance With Me Style: 20th and 21st Century Orchestral

Time signature: 3/4 — there are three crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Discuss together what this song was about. Write down three words about the song:



Knowledge Organiser - Unit 4 Year 3



Musical Spotlight: More Musical Styles

Social Question: How Does Music Help Us Get to Know Our Community?

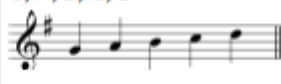
Name:

Class:

Understanding Music

Tempo:	Andante — at a walking pace (92bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	A minor — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, crotchets and quavers

Improvise Together

Time signature:	4/4
Key signature:	G major
Notes:	G, A, B, C, D 

SONG 1 Friendship Song Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A, B

Part 2: C, D, E, F, G, A, B

(Recorder): C, F, G, A, B

Part 3: C, D, E, F, G, A, B

(Recorder): C, F, G, A, B

Part 4: C

(Recorder): C, G

Circle the notes you improvised with:

C, D, E, G, A

SONG 2 Family Style: Rock

Time signature: 2/2 — there are two minim beats in a bar

Key signature: E $\flat$ major — there are three flats in the key signature



Discuss together what this song was about. Write down three words about the song:

SONG 3 Come On Over Style: Soul

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — there is one sharp in the key signature



Discuss together what this song was about. Write down three words about the song:



Knowledge Organiser - Unit 1 Year 4



Musical Spotlight: Musical Structures

Social Question: How Does Music Bring Us Together?

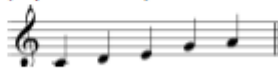
Name:

Class:

Understanding Music

Tempo:	Moderato — at a moderate speed (112bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers

Improvise Together

Time signature:	4/4
Key signature:	C major
Notes:	C, D, E, G, A (C pentatonic) 

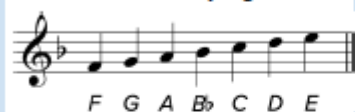
SONG 1

Hoedown

Style: 20th and 21st Century Orchestral

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: F major — there is one flat in the key signature



Circle the part you played:

Part 1: F, G, A, Bb, C

Part 2: F, G, A, Bb

Part 3: F, G, A, Bb, C

Part 4: F, G

SONG 2

I'm Always There

Style: Soul Ballad

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Discuss together what this song was about. Write down three words about the song:

SONG 3

Martin Luther King

Style: Contemporary R&B

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: Bb major — there are two flats in the key signature



Discuss together what this song was about. Write down three words about the song:



Knowledge Organiser - Unit 1 Year 3



Musical Spotlight: Writing Music Down

Name:

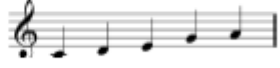
Social Question: How Does Music Bring Us Closer Together?

Class:

Understanding Music

Tempo:	Andante — at a walking pace (100bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	G major — there is one sharp in the key signature (#)
Rhythmic patterns using:	Minims, crotchets and quavers

Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, G, A 

SONG 1 Home Is Where The Heart Is Style: Country

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A, B

Part 2: C, D, E, F, G, A, B

(Recorder): C, F, G, A, B

Part 3: C, D, E, F, G, A, B

(Recorder): C, F, G, A, B

Part 4: C, D

(Recorder): F, G, A

Circle the notes you improvised with:

C, D, E, F, G

SONG 2 Let's Work It Out Together Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, F, G, A

Part 2: C, D, E, F, G, A

(Recorder): E, F, G, A, C

Part 3: C, E, F, G, A

(Recorder): E, G, A, C

Part 4: C

(Recorder): G

Circle the notes you composed with:

C, D, E, G, A

SONG 3 Please Be Kind Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Discuss together what this song was about. Write down three words about the song:



Knowledge Organiser - Unit 3 Year 5



Musical Spotlight: Composing and Chords

Social Question: How Does Music Improve Our World?

Name:

Class:

Understanding Music

Tempo:	Allegro — at a brisk speed (155bpm)
Time signature:	3/4 — there are three crotchet beats in a bar
Key signature:	G major — there is one sharp in the key signature (#)
Rhythmic patterns using:	Dotted minims, minims, dotted crotchets, crotchets and quavers

Improvise Together

Time signature:	2/4
Key signature:	F major
Notes:	F, G, A, B $\flat$, C, D, E 

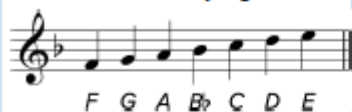
SONG 1

Freedom Is Coming

Style: South African Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: F major — there is one flat in the key signature



Circle the part you played:

Part 1: F, G, A, B $\flat$

Part 2: F, G, A, B $\flat$

Part 3: F, G, A, B $\flat$

Part 4: F

(Recorder): F, G, A

Circle the notes you improvised with:

F, G, A, B $\flat$, C

Circle the notes you composed with:

F, G, A, B $\flat$, C, D, E

SONG 2

All Over Again

Style: 20th and 21st Century Orchestral

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: E $\flat$ major — there are three flats in the key signature



Discuss together what this song was about. Write down three words about the song:

SONG 3

Do You Ever Wonder?

Style: 20th and 21st Century Orchestral

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Discuss together what this song was about. Write down three words about the song:



Knowledge Organiser - Unit 1 Year 5



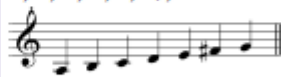
Musical Spotlight: Melody and Harmony in Music
 Social Question: How Does Music Bring Us Together?

Name:
 Class:

Understanding Music

Tempo:	Allegro — at a brisk speed (128bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	A minor — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, dotted crotchets, crotchets and quavers

Improvise Together

Time signature:	4/4
Key signature:	A minor
Notes:	A, B, C, D, E, F#, G 

SONG 1

Ghost Parade

Style: 20th and 21st Century
 Orchestral

Time signature: 6/8 — there are six quaver beats in a bar

Key signature: C minor — there are three flats in the key signature



Circle the part you played:

Part 1: C, G, Ab, Bb

Part 2: C, G, Ab, Bb

Part 3: C, G, Ab, Bb

(Recorder): C, G, Bb

Part 4: C

Circle the notes you
 improvised with:

C, D, Eb, F, G

SONG 2

Words Can Hurt

Style: 20th and 21st Century
 Orchestral

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — there is one sharp in the key signature



Circle the part you played:

Part 1: G, A, B, C, D, E, F#

(Recorder): G, A, B, C, F#

Part 2: G, A, B, C, D, E, F#

(Recorder): G, A, B, C, F#

Part 3: G, A, B, C, D, E, F#

(Recorder): G, A, B, C, F#

Part 4: G

(Recorder): G, A, B, F#

Circle the notes you
 composed with:

G, A, B, C, D, E, F#

SONG 3

Joyful, Joyful

Style: Gospel

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Discuss together what this
 song was about. Write down
 three words about the song:



Knowledge Organiser - Unit 1 Year 6



Musical Spotlight: Music and Technology

Social Question: How Does Music Bring Us Together?

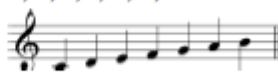
Name:

Class:

Understanding Music

Tempo:	Adagio — at a slow speed (66bpm)
Time signature:	2/4 — there are two crotchet beats in a bar
Key signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, crotchets, quavers and semiquavers

Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, F, G, A, B 

SONG 1 Do What You Want To Style: Soul

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature



Circle the part you played:

Part 1: C, D, E, G, A, B

Part 2: C, D, E, G, A, B

(Recorder): C, G, A, B

Part 3: C, D, E, G, A, B

(Recorder): C, G, A, B

Part 4: C

(Recorder): C, B, A

Circle the notes you improvised with:

C, D, E, F, G

SONG 2 It's All About Love Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — there is one sharp in the key signature



Circle the part you played:

Part 1: G, A, B, C, D, E, F

Part 2: G, A, B, C, D, E, F

Part 3: G, A, B, C, F

Part 4: G, A, C, F

(Recorder): G

Circle the notes you composed with:

G, A, B, C, D, E, F#

SONG 3 Sunshine On A Rainy Day Style: Soul

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: D major — there are two sharps in the key signature



Circle the part you played:

Part 1: D, E, F#, A, B

Part 2: D, E, F#, A, B

(Recorder): D, A, B

Part 3: D, E, A, B

(Recorder): D, A, B

Part 4: D

(Recorder): A, B



Knowledge Organiser - Unit 4 Year 6



Musical Spotlight: Musical Styles Connect Us

Name:

Social Question: How Does Music Teach Us About Our Community?

Class:

Understanding Music

Tempo:	Moderato — at a moderate speed (116bpm)
Time signature:	5/4 — there are five crotchet beats in a bar
Key signature:	G major — there is one sharp in the key signature (♯)
Rhythmic patterns using:	Minims, dotted crotchets, crotchets and quavers

Improvise Together

Time signature:	2/4
Key signature:	C major
Notes:	C, D, E, F, G, A, B 

SONG 1 Let's Rock Style: Rock

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: G major — there is one sharp in the key signature



Circle the part you played:

Part 1: G, B♭, B, C, D, F

Part 2: G, B♭, B, C, D, F

(Recorder): G, A, B♭, B, C

Part 3: G, B♭, B, C, D, F

(Recorder): G, A, B♭, B, C

Part 4: G

(Recorder): G, A, B

Circle the notes you improvised with:

G, A, B♭, C, D

SONG 2 Simple Gifts Style: Folk

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: F major — there is one flat in the key signature



Circle the part you played:

Part 1: F, G, A, B♭, C, E

Part 2: F, G, A, B♭, C, E

(Recorder): F, G, A, B♭, C

Part 3: F, G, A, B♭, C, E

(Recorder): F, G, A, B♭, C

Part 4: F

(Recorder): F, G, A, C

Circle the notes you composed with:

F, G, A, B♭, C, D, E

SONG 3 Friendship Should Never End Style: Pop

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature

A major — there are three sharps in the key signature



Circle the part you played:

Part 1: E, F#, G, G#, A, B, C, C#

Part 2: E, F#, G, G#, A, B, C, C#

Part 3: E, F#, G, G#, A, B, C

Part 4: A

Impact

The impact of our Music curriculum at Jotmans Hall Primary School is that pupils develop into confident, creative and reflective musicians who appreciate the value of music in their own lives and across the wider world. Through our carefully sequenced curriculum, pupils develop increasing confidence as performers, composers and listeners, building musical knowledge, skills and understanding progressively from Reception



to Year 6. They become articulate musicians who are able to discuss music using appropriate vocabulary, perform with expression, compose with creativity and evaluate music thoughtfully.

By the end of each key stage, pupils are expected to know, remember and understand the knowledge, skills and vocabulary outlined within the Department for Education National Curriculum and the Charanga Model Music Curriculum. Pupils leave each unit able to answer overarching enquiry questions, demonstrate an understanding of the interrelated dimensions of music and apply their learning through singing, playing instruments, improvising, composing and listening. They develop an appreciation of a wide range of musical genres, traditions and cultures, understanding how music has influenced and reflected societies throughout history.

Assessment is integral to the teaching and learning cycle and is used purposefully to ensure that all pupils make strong progress from their individual starting points. Through responsive teaching, retrieval practice, live performance, teacher observation, questioning, pupil discussion and practical assessment opportunities, teachers continually identify misconceptions and gaps in understanding to adapt planning and provide appropriate support or challenge. Our curriculum is built on the belief that every child can succeed in music through high expectations, adaptive teaching and a carefully sequenced curriculum that revisits and builds upon prior learning.

The impact of our curriculum is evident through pupils who:

- Demonstrate secure musical knowledge and understanding over time.
- Retain and recall prior learning, making links between musical concepts, genres, composers and historical periods.
- Perform confidently using their voices and a range of tuned and untuned instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose creatively, applying their understanding of rhythm, pitch, pulse, notation and the other interrelated dimensions of music.
- Listen attentively to, analyse and evaluate a broad range of music using appropriate musical vocabulary.
- Engage in high-quality oracy, articulating musical ideas, evaluating performances respectfully and justifying opinions about music.
- Show creativity, resilience and enthusiasm when performing individually and collaboratively.
- Develop an appreciation of different cultures, traditions and communities through music, promoting inclusivity, British Values and an understanding of the wider world.

The quality of education in Music is continually evaluated through a rigorous cycle of monitoring, evaluation and review led by subject leaders and senior leaders. This includes pupil voice, lesson visits, work and evidence scrutiny, performance observations, curriculum reviews and assessment analysis to ensure consistency, progression and high expectations across the school. Subject leaders work collaboratively with staff to celebrate strengths, identify priorities and drive continual improvement through targeted action planning and professional development.

Ultimately, pupils leave Jotmans Hall Primary School equipped with the musical knowledge, vocabulary, confidence and practical skills needed for the next stage of their education. More importantly, they leave with a lifelong appreciation of music, the confidence to perform and create, and the curiosity to continue exploring music as performers, listeners and active participants in the cultural life of their communities.

6. Cross-curricular links

Music can be integrated with various subjects to create cross-curricular links, enhancing the overall learning experience. Here are some examples of cross-curricular links for music:

1. **Mathematics:**

- Explore rhythm and beats, helping students understand patterns and fractions.



- Use musical notation to introduce basic mathematical concepts like counting, sequencing, and patterns.
2. **English/Literacy:**
 - Incorporate music into language lessons by creating songs that reinforce vocabulary or grammar rules.
 - Explore lyrics and songwriting to enhance creative writing skills.
 - Use music as a stimulus for storytelling or drama activities.
 3. **History:**
 - Study the historical context of different musical genres, exploring the evolution of music over time.
 - Connect music to historical events or cultural movements.
 4. **Geography:**
 - Explore world music, introducing students to different cultures and traditions through their musical expressions.
 - Use maps to trace the origins and migration of various musical styles.
 5. **Science:**
 - Explore the science of sound, discussing concepts like pitch, frequency, and vibrations.
 - Connect musical instruments to the principles of physics and acoustics.
 6. **Physical Education:**
 - Use music for movement activities, helping students develop coordination and rhythm.
 - Connect music to dance, promoting physical activity and creativity.
 7. **Art and Design:**
 - Create visual representations of music through art projects, connecting visual arts to auditory experiences.
 - Explore the design of musical instruments, combining elements of art and technology.
 8. **Computing/Technology:**
 - Integrate technology by using digital tools for music composition or exploring the use of music software.
 - Learn about the technology behind musical instruments and sound production.
 9. **PSHE (Personal, Social, Health, and Economic Education):**
 - Use music to explore emotions and express feelings.
 - Foster teamwork and collaboration through group music activities.
 10. **Religious Education:**
 - Explore the role of music in different religious ceremonies and traditions.
 - Connect music to cultural and religious celebrations.

7. Curriculum Impact

7.1 Assessment

Jotmans Hall Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

This is put on the Insight Data system to track children's progress, analyse groups and identify any gaps in learning.

Impact



End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

To achieve the Intent of the Music curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made to improve. They are used to identify where there are gaps in learning for pupils. Planning is adjusted as a result to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge at the end of each unit by asking the Key Questions identified on the Music Knowledge Organisers. The children will be able to answer them, showing that they know more, remember more and are able to do more.

Subject leader monitoring will include the following aspects:

- Floor book sampling to ensure development of key learning and key vocabulary.
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils.
- Monitoring planning to ensure full coverage of the curriculum.
- Monitoring language skills – ensuring pupils understand key vocabulary.
- Climate walks.
- Lesson visits.
- Gathering and responding to stakeholder's views, including pupils.
- Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality.

Subject leaders will:

- Evaluate the performance of pupil cohorts and identify individuals or groups.
- Identify where interventions may be required.
- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.

Marking

Children receive regular feedback and marking follows the school's Feedback & Marking policy.

7.2 Recording

In music, pupils will record their learning in the following ways:

- Class floor books
- Reception-Tapestry Learning Journal and Class photo book.
- Photographs
- Recordings of performances



8. Resources

8.1 Textbooks and other equipment

- Charanga Music scheme
- Musical Instruments
- Songbooks
- Recording devices
- Interactive Software and Apps
- Visual Aids

8.2 Enhancing the Curriculum

The music industry is dynamic and constantly evolving. Guest speakers, visiting musicians and specialist music providers enrich our curriculum by offering pupils insights into current musical trends, technologies and industry practices, ensuring learning remains relevant and inspiring. At Jotmans Hall Primary School, we work in partnership with iRock School of Music, who provide lessons, workshops, whole-school assemblies, live performances and opportunities for pupils to experience playing in bands. These experiences expose children to high-quality live music, broaden their musical horizons and inspire a lifelong love of music. Where possible, visiting musicians and organisations also collaborate with pupils through workshops, performances and creative activities, providing valuable hands-on experiences that develop confidence, creativity and musicianship.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans



- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in music. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study music, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in music.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:



- Assessment policy
- Feedback and Marking policy
- SEN policy
- EYFS policy

12. Monitoring and review

This policy will be reviewed by staff and trustees every 2 years