

Widey Court Primary School



Music

<i>Policy reviewed on:</i>	<i>Autumn 2026</i>
<i>Date of next Review:</i>	<i>Autumn 2028</i>
<i>Who reviewed this policy:</i>	<i>Sarah Irvine</i>



There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

Introduction

The importance of music to the curriculum

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

National Curriculum in England- Programmes of Study: Key Stage 1 and 2

The aims of music and how these contribute to the school's aims

The National Curriculum aims to ensure that children:

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

At Widey Court we aim to ensure that children:

- foster pupils' sensitivity to, and their understanding and enjoyment of, music, through an active involvement in listening, performing and composing and appraising;
- enable all pupils to realise their individual creative potential and to express themselves through music;
- enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising;
- extend and develop pupils' awareness and understanding of traditions, idioms and music styles from a variety of cultures, times and places;
- enable pupils to experience fulfilment, which derives from striving for the highest possible artistic and technical standards within any style of musical expression;
- develop, through music, pupils' skills which contribute to learning across the curriculum;
- contribute to the community and the school's ethos.

Strategy for implementation

Entitlement and curriculum provision

Pupils receive a broad and balanced, integrated curriculum in which sufficient time is provided to teach music and to provide for progression in knowledge, skills and understanding. Charanga has been embedded across KS2, with Sparkyard used in EYFS and KS 1. The cross-curricular links which have been developed within the curriculum also ensures that all children have access to a mixture of class based composition and performance work, development of listening and appraising skills, rehearsing and performing, during at least one term each year. This is extended through Everyone Playing in Class (EPIC) learning in Year 3, 4 and 5, where children have access to weekly instrumental lessons for at least 1 term of the year, as well as weekly key stage singing practise.

The whole scheme of work is also supported by annual music events which enable the children to practise and consolidate these skills, for example during Christmas performances, Year 6 Leaver's Assembly, Class Assemblies and workshops lead by outside agencies.

All pupils have the opportunity to take part in extra and extended activities and instrumental tuition is provided according to pupils' and parents' wishes, whenever possible.

Teaching and learning

Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Teachers use challenging questions in listening and appraising activities to generate discussion and debate. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

Teachers support pupils' learning, for example in composing, by offering ideas, explaining, giving examples or allowing free exploration. These composing activities may involve younger pupils working as a whole class. As the pupils make progress, especially at Key Stage 2, they develop their ideas individually or in small groups. In Years 5 and 6 the musical ideas are developed from individual or small group work so that it contributes to pupils working together in a large group.

The Early Years Foundation Stage

We teach music in EYFS as an integral part of the topic work covered during the year. As Foundation is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Extension or extra-curricular opportunities

Extra-curricular activities are organised so that pupils of different ages and stages of development can work together in activities which extend and challenge their skills in ways which are beyond those that are possible in class lessons. Sometimes the purpose is to challenge and extend those pupils who are musically talented. On other occasions, the purpose is to provide a musical experience to all pupils who wish to take part. These are achieved by matching the pupils' musical ability and aptitude carefully to the nature of the activities.

Instrumental opportunities are:

- Vocal opportunities: all children are involved in school singing once a fortnight, as well as with their own classes.
- Instrumental teachers visit the school weekly to provide keyboard, woodwind, brass, and guitar lessons. Instrumental lessons offered vary with demand.
- Children can be involved in weekly instrumental clubs as they are offered, for example Samba or Djembe drumming, Choir, recorder club.

The subject leader is responsible for monitoring these activities, and for organising appropriate performing opportunities for them.

Reviewing impact

We regularly review and revisit learning in Music to ensure that the children are making progress. Progress and attainment are measured through low threat, high challenge quizzes to enable children to feel the success of their learning progress. ROCKS assessments are used to help children recall and remember and articulate their learning over time. Evidence of musical learning is recorded in class floor books, which alongside pupil voice interviews can be used to review learning.

Inclusion

No pupils are excluded from music and the teaching of the subject is always directed at an appropriate level for all ability ranges, whether a child be working towards the expected level or working above it. Learning support assistants are used within music lessons to support those pupils with additional educational needs.

Staffing

All class teachers deliver the music curriculum to their classes, using Charanga, or topic lead music units. Children in Year 4 receive instrumental tuition weekly from a specialist instrumental music teacher. Peripatetic teachers visit the school weekly to provide piano, keyboard, woodwind, brass, string and percussion lessons.

The role of parents and carers

The subject leader and visiting instrumental teachers provide advice to parents and carers in relation to how to support their child in developing their musical and instrumental skills. Written advice about how parents and carers might support pupils in practising instruments is supplied from their individual instrumental teacher.

Leadership and management roles

The subject leader is responsible to the Headteacher for standards achieved, the quality of teaching and learning and management of music. The subject leader is responsible for monitoring and evaluating the quality of the music curriculum, through pupil voice interviews and reviewing Music floor books. The subject leader is responsible for support staff as the need arises and liaising with peripatetic staff and other visitors.

This policy will be reviewed every 2 years

Please also refer to the following policies:

Teaching and Learning Policy Assessment Policy

Headteacher Name: Shaun Nicholls	Governor Name:
Sign:	Sign:
Date:	Date: