



Music Policy

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Vision Statement

At Colham Manor Primary School we learn music because we aspire for all children to develop their creativity to compose and sing a range of music. This supports them to achieve being in unity with one another and thrive as individuals, who are able to express their feelings and emotions through music.

Statement of intent

Colham Manor Primary School understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different traditions, cultures and societies through music.

The school delivers a broad and balanced music curriculum, in line with national requirements, and non statutory guidance such as the Model Music Curriculum which enables pupils to:

- Break down barriers and aid communication;
- 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.
- Support pupils with a range of vocabulary to describe the features of different musical styles and genres and articulate their responses to these;
- Learn to sing and use their voices.

- Encourage teamwork by building relationships and providing pupils with shared experiences.
- Create and compose music on their own and alongside their peers, increasing confidence through self – expression and performance, as well as providing a sense of achievement
- Have the opportunities to learn a musical instrument, use music technology, and progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2013) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2021) 'Model Music Curriculum: Key Stages 1 to 3'
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2023) 'Early years foundation stage profile handbook'

This policy operates in conjunction with the following school policies:

- Pupil Equality, Equity, Diversity and Inclusion Policy
- Accessibility Policy
- Accessibility Plan
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.

- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Ensuring the music curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

Visiting music teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Reporting any concerns regarding the teaching of music to the subject leader or a member of the SLT.

3. EYFS

All pupils in the EYFS will be taught music as an integral part of the topic work covered during the academic year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- Try to move in time with music, when appropriate

4. National curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In KS1, pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- 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 inter-related dimensions of music.

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, 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.

5. Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas. Music is also taught through our Learning Means the World thematic units. Our long term planning maps out which core units feature Music and clearly shows the objectives taught.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

Computing

- Pupils learn to use technology to compose music, and enhance their research skills through the internet.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development (SMSC)

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

6. Teaching and learning

Music lessons are delivered for at least one hour a week for KS1 and KS2, delivered by the class teacher.

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others
- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups

- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

7. Planning

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences
- Increasing challenge and difficulty in musical activities
- Increasing confidence, sensitivity and creativity in pupils' music-making

The school creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:

- Long-term: the music topics studied in across the academic year
- Medium-term: the details of work studied each term
- Short-term: the details of work studied during each lesson

The subject leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating medium term and short-term plans, building on the long-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013.

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

All lessons will have clear learning objectives (WALTs), which are shared and reviewed with pupils.

8. Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected. Pupils' progress and development will be assessed against the framework's early learning goals.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives (WALTs)
- Pupils' self-evaluation of their work
- Classroom quizzes and formal exams (where applicable)

Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum – this will be recorded on our 'Get Set 4 Music' assessment platform.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENDCOs.

9. Musical opportunities

All pupils will be encouraged to participate in additional musical opportunities to enhance their learning and development.

The school choir will meet on a weekly basis to allow pupils to enjoy singing together. The school choir will also perform in public on a number of occasions throughout the year.

Through our partnership with Rocksteady Music School, Colham Manor also offers school bands where pupils can learn to play musical instruments and enjoy playing music in an ensemble. Rocksteady bands will also perform in public to the whole school and families on a number of occasions throughout the year.

The school will provide an appropriate space and equipment for pupils to practice their instruments, ensuring that time slots to use the space are allocated fairly.

The following opportunities are available:

- School choir
- Rocksteady school bands
- Private tuition to play musical instruments

10. Equipment

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the finance officer in order to purchase further resources.

Musical equipment and resources will be stored in classrooms, including books and instruments. These will be easily accessible to pupils during lessons.

The school library contains an array of resources and topic books to support pupils' reading around music.

Working walls will be utilised and updated, in accordance with the Learning Environment policy.

The subject leader will undertake an audit of musical equipment and resources on an annual basis.

11. Equal opportunities

All pupils will have equal access to the music curriculum.

Protected characteristics and other factors will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, and research of a musical nature.

12. Monitoring and review

This policy is reviewed annually by the Assistant Headteacher: Quality of Education and the subject leader. The next scheduled review date for this policy is July 2025.

Any changes to this policy will be communicated to all relevant staff members.