



Music Policy

St Margaret's CE Primary School

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
1	December 2024	SMc	JH	✓	

Type of Policy	Tick
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
School Policy	✓
Local Authority Policy	

Approved by: Jill Hine **Date:** December 2024

Last reviewed on: December 2024

Next review due by: December 2027



A University of Chichester
ITT Partner School

Music Policy

Vision

St Margaret's is a welcoming church school where we learn how to love God, one another, and ourselves. We foster a Christian ethos and develop positive relationships with our church, Ifield, and the wider community.

We provide the highest quality of teaching and learning. We challenge pupils to meet their full potential academically, spiritually, and socially.

Our music curriculum aims to provide all pupils with an enjoyable, high quality music education which engages and inspires children to develop a life-long love of music from different eras and cultures. We endeavour to provide a music curriculum that is inspirational and aspirational. A curriculum that increases self-confidence, curiosity, creativity, and imagination and provides opportunities for self-expression and a sense of personal achievement. We want children to participate in a wide range of activities to develop their musicianship and talents including instrumental skills, composition, rhythm work, singing and Music appreciation. We want music to be embedded into school life and for it to be active and influential. We aim to give opportunities for our children to become musicians, to learn to play instruments, perform and share their musical skills and knowledge. We want to inspire the minds of tomorrow to be creative and proactive musicians and to make musical choices based upon their feelings, understanding, experiences and knowledge of this subject.

Aims

At St Margaret's C of E Primary School, we aim to ensure that all pupils:

- 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 with confidence and engagement.
- Learn to sing expressively and tunefully and use their voices to create and compose music on their own and with others.
- Are provided with the skills and knowledge necessary to play a variety of musical instruments with confidence.
- Understand and explore how music is created, produced, and communicated, including through the interrelated dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations as outlined in the 2014 National Curriculum and The Model Music Curriculum.

Teaching and planning

To enable our children to meet the intentions of the Music Curriculum, we use the Sing Up Scheme alongside the teaching of Music through lessons with a specialist practitioner. Music lessons are taught alternating between class teacher and Specialist teacher. Additionally, musical instruments are taught by our specialist music teacher in blocks, with each child experiencing one 10-week block of tuition each year. The Sing Up scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, and engaging and exciting whiteboard resources to support every lesson. A steady progression plan has also been built into the Sing Up scheme, both within each year and from one year to the next, ensuring consistent musical development. By using Sing Up as the basis for planning Music lessons, we can ensure that the children are fulfilling the aims for musical learning stated in the National Curriculum and the Model Music Curriculum.



Curriculum

Through our curriculum we aim for children to;

- Develop a deep love and connection with music.
- Develop their personal musicianship and skill.
- Increase their self-confidence, creativity, and sense of achievement.
- Develop a critical engagement with music.
- Listen with appreciation to all genres of Music.

Children will be taught a range of skills in both Key Stage One and Key Stage Two. By the end of each key stage, pupils are expected to know, apply, and understand the matters, skills and processes specified in the relevant programme of study.

Foundation Stage:

The music curriculum is known as; Expressive Arts and Design and is organised on a topic basis. Expressive arts and design is one of the four specific areas within the Early Years Foundation Stage (EYFS). Each specific area is divided into early learning goals, for expressive arts and design these are:

- 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.

For the children in Reception the teaching of Music includes a variety of adult-led and child-initiated activities delivered through planning and play. The musical learning is focused on nursery rhymes, stories, and action songs. Music is part of continuous provision. Reception children are also taught a lesson a week from the Sing Up scheme of work in the Spring and Autumn terms. Each Unit of Work has a cross-curricular/topic-based focus and a musical focus that engages the children in activities relevant to their ongoing development.

Key Stage One:

Pupils are 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 interrelated dimensions of music.

Key Stage Two:

Pupils are taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should 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 interrelated dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation.



- 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.

Music is often incorporated within other curriculum areas to enhance and develop skills further. Additionally, weekly singing worship gives all the children a chance to sing as a whole school. The children are given the opportunity to learn new songs, celebrate religious events together and engage in personal reflection as they sing.

Teaching and Learning

Children learn to play a different instrument each year in a 10-week block with our specialist Music teacher. In these lessons children experience a range of whole class, group, and individual activities. The children have opportunities in these lessons to practice skills, explore sounds, listen actively, compose, and perform.

In addition to this Sing Up provides a classroom-based, participatory, and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Sing Up includes many examples of music styles and genres from contrasting times and places. These are explored through the language of music via active listening, performing, and composing activities, which enable understanding of the context and genre.

The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

In line with the curriculum for music and guidance from Ofsted, this scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory, and child-led approach to musical learning.

Additional Music / extra-curricular experiences

Peripatetic music teachers come into school and work with children wishing to learn and develop their skills playing particular instruments. Guitar, Keyboard, Ukulele, and violin are all taught peripatetically at St. Margaret's.

The extra-curricular choir and Music clubs allow the children attending to develop a deeper enjoyment and appreciation of music through learning, practicing, and performing songs in a group. This includes the learning of harmonies and parts. The children have the opportunity to sing to a range of differing audiences throughout the academic year, assisting in developing their Musicianship and performance skills. We take part in the Young Voices concert at the O2 each year and this is a real highlight for the children. Children who attend the choir are also given the opportunity to sing in church, in the local community and at celebratory events throughout the year.

Health and Safety

Risk assessments are carried out when necessary.

Assessment and Recording

Teachers observe the children's learning and make observations based on the Learning objectives for the lesson as well as individual targets from prior lessons. Feedback to pupils about their progress in Music aims to help children learn by being positive and constructive. Feedback is given whilst a task is being carried out through discussion between child and teacher. Formative assessment is mostly carried out



informally by teachers through observation. We also complete a singing snapshot each term as outlined by Sing Up to capture singing progress, enabling teachers and music lead to see the progress made across the year.

Suitable tasks for assessment include:

- Small group discussions in the context of a practical task
- Specific tasks for individuals
- Singing snapshot recordings and videos
- Individual discussions in which children are encouraged to appraise their own work and progress
- Peer and self-assessment

Spiritual, Moral, Social and Cultural Development.

The spiritual development of pupils is shown by their:

- Sense of enjoyment and fascination in learning about themselves through music, learning about others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect and ponder on their experiences and recognise the effect music has on their mood, senses and their own and others' lives and faith.
- The social development of pupils is shown by their:
- Willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively.
- The cultural development of pupils is shown by their:
- Understanding and appreciation of the wide range of cultural influences that have shaped Music of their own heritage and that of others.
- Willingness to participate in and respond positively to artistic and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity through Music.
- Tolerance and attitudes towards different religious, ethnic, and socio-economic groups in the local, national, and global community.

Inclusion

At our school we teach Music to all children, whatever their ability. We believe that all children, irrespective of physical ability, race, gender, creed, or stage of achievement have the right to reach their full potential in music and achieve enjoyment, satisfaction, and success at their own level. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that enable all pupils to make progress. Pupils on the Special Educational Needs register may have specific Music related targets. Sing up provides teachers with support for children with specific needs.

All KS2 children are given the opportunity to join the choir and music club. There is no selection process, and all children are encouraged to participate and are given equal opportunities.

Monitoring/Leadership of Music

The Music leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring planning and purple observation floor books across school.
- Discussions with pupils.
- Conducting learning walks to observe the coverage and enjoyment of music.
- Provide guidance and support to colleagues.
- Assist with maintaining and replenishing resources that are required (within the budget)



- Assisting staff to implement assessments
- Ensure that the Schemes of Work allow for progression across school
- Keep up to date with change or new initiatives that would support the development of music at St Margaret's C of E Primary School.

Monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader. The work of the Music subject leader also involves, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Resources

There are sufficient resources for all music teaching units throughout the school. We have a wide range of musical instruments, including those from contrasting times and cultures. The school has several tuned and un-tuned percussion instruments including; xylophones, glockenspiels, chime bars, African drums, melodicas, tambourines, wood blocks, cymbals, triangles, beaters, keyboards, recorders as well as iPad/tablets. Pupils can explore how different sounds can be created and altered to produce different notes, and experiment how to improve the timbre. Teachers use a range of sources to broaden the children's experiences.

Instruments are extensively used for lessons, performance, improvisation, and composition work. Resources for music are stored in a central cupboard, and these are well-organised and clearly labelled. Our school library contains a good supply of topic books.

Policy Monitoring

This policy will be reviewed by the subject leader every four years. Amendments will be made where necessary after consultation with teaching staff and the governing body.



A University of Chichester
ITT Partner School