



Music Policy

Intent statement

The curriculum at Primet Primary school will ensure that all learners leave school as resilient and confident individuals, who lead healthy and happy lives. Our core values of kindness, respect and trust influence the actions and decisions made by the entire school community.

Through an enriched and bespoke curriculum that utilises the local and wider community, pupils will be ambitious with high aspirations for themselves and others. Pupils appreciate and celebrate the school's diverse community, demonstrating spiritual, moral and cultural awareness and understanding. They will be well-prepared for the world of work, through the acquisition of the knowledge and skills necessary to become fully literate and numerate. Pupils will be active enquirers, who possess the creativity and ability to think critically to solve problems and make connections in an ever-changing world. With a growth mindset, pupils are prepared to take risks. They see mistakes as a learning opportunity and challenge as an enjoyable struggle.

As emotionally intelligent individuals, pupils will have an understanding of their own and others' needs, that will equip them to take responsibilities and lead at a local, national and global level.

At Primet Primary we see music as a very special, unique form of communication that can allow children to express their feelings and emotions creatively. The music curriculum will enable children to listen and respond to a diverse range of music from different cultures around the world. Music is a universal language that gives all children the opportunity to create, perform, play and most of all enjoy music. The learning of music in our school helps develop an awareness and appreciation of music, past and present. The music curriculum is there to inspire and encourage children to develop their love of music and their talent as musicians. They will develop their confidence and build up their self-esteem by performing as a group or individually using both tuned and un-tuned instruments and showcase their creativity through their compositions. The teaching of music has the ability to create positivity and bring people together.

Aims

The curriculum for Music is intended to be an enjoyable learning experience which will encourage all children to participate in music sessions.



The National Curriculum for Music aims to ensure that all pupils:

- 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
- To learn to sing and to use their voices, to create and compose music on their own and with others.
- To have the opportunity to learn a musical instrument,
- To use technology appropriately and have the opportunity to progress to the next level of musical excellence
- To 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.

Procedures and Practise

Music is taught for an hour each week within each class. As a school we follow the Sing Up programme of study which is based upon the DFE's Model Music Curriculum.

In EYFS we teach Music an integral part of the school day. In the Early Years Foundation Stage, music contributes to a child's development in the area of expressive arts and design.

At our school we teach Music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. We look at a range of factors, including classroom organisation, teaching assistant support given, teaching materials, teaching style, and differentiation, so that we can take some additional or different action to enable all pupils to learn more effectively. We ensure that every lesson is inclusive to all children.

All children within school have access to musical instruments as part of their curriculum. Key stage 2 children all learn the recorder following a progressive music curriculum and all children will learn begin to understand musical notation using glockenspiels.

As a school, we have developed a Music development Plan detailing how we can engage all pupils with music and development different enrichment opportunities to enhance their creative outputs.

There are a wide range of resources available for all staff to access. We keep these resources in a central store. They are regularly checked for safety and relevance and new resources may be purchased as needed.

Roles and Responsibilities

Mark Ariss (HT) is the subject leader for Music. It is the subject leader's responsibility to:



- Scrutinise teachers' planning and pupils' work books
- Develop CPD – courses / reading / research – sharing with other staff
- To look for and share good education resources
- Share examples of good practice with other schools.
- Ensure that all necessary and important skills are covered throughout the school year
- Formulate the subject policy with the inclusion of the Intent statement
- Organise resources
- Support staff, especially newly qualified teachers (NQTs)
- Encourage parents to get more involved and engaging them when necessary
- Raise the profile of the subject in the whole school
- Assess teachers' knowledge and subject pedagogy - training
- Liaising with SLT to look at data, such as progress and expectations data, and ensure that progress is on track
- Set targets and create an action plan.

Assessment

Teachers assess children's work in music by making informal judgements as they observe them during lessons. Additional evidence may be gained during school performances or other relevant events, and may be presented in the form of recordings or photographs in large class books. The attainment of each child is recorded by teachers in our assessment system, 'Insight tracker'.

Monitoring and Evaluation

The Music subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching throughout the school. The work of the subject leader also involves supporting colleagues through discussions, lesson observations and feedback and work and book scrutinies. As the subject leader it is imperative that I am informed about current developments to enable me to provide a lead role for the teaching of Music. The Music subject leader conducts pupil discussions to give children a voice for them to express their views and opinions on their Music experiences. The Music lead ensures that assessment is done every 10 weeks to provide a clear indication on children's attainment and progression.

Review: September 2025

Signed: M. Ariss