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# Music Policy

October '25

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Our pledge is for every member of our school family to 'gain a heart of wisdom' every day. We aim to live wisely as we **Amaze** with our knowledge, zest for learning and kindness to ourselves and others. We aim to live well as we **Achieve** our full potential in a happy, caring and fully inclusive environment based on the core values of Christianity. We use our wisdom and hearts to **Aspire** to reach great heights as we take flight on our individual journey of endless possibilities.

'Gain a heart of wisdom' Psalm 90 v 12

**Amaze. Achieve. Aspire**

At Harworth Church of England Academy, our vision is for every member of our school family to *gain a heart of wisdom* every day. Through music, we **Amaze** with creativity and expression, **Achieve** personal and collective excellence, and **Aspire** to reach new heights in our musical journey. Music is a powerful tool that nurtures wisdom, kindness, and aspiration, aligning with our Christian values and inclusive ethos.

### **Aims and objectives**

1.1 Music is an important part of school life at Harworth Church of England not only in classes but in whole school activities and praise. Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. We aim to *Amaze* with our musical creativity, *Achieve* through inclusive and high-quality teaching, and *Aspire* by encouraging pupils to explore their full potential.

1.2 Our objectives in the teaching of Music are for all our pupils to:

- Listen to and make music to fulfil an instinctive need for self-expression and creativity.
- Have emotional and intellectual levels of response to the performance and composition of music.
- Be creative and enjoy musical activities.
- Perform vocally and with instruments.
- Explore sounds and compose their own music.
- Listen and respond to music of different styles and from different cultures.
- Understand musical terminology.

### **1. Teaching and Learning Style**

2.1 At Harworth Church of England Academy we use a variety of teaching and learning styles in Music lessons. Our principal aim is to develop pupils' knowledge, skills and understanding. Our approach to music education reflects our commitment to helping pupils *Amaze, Achieve, and Aspire* through engaging, inclusive, and inspiring lessons.

2.2 We follow Kapow and link this to our topic work we are covering in any subject. Kapow allows teachers with limited subject knowledge to develop their understanding and teach Music with confidence.

2.3 The Music-Co-ordinator has a wide variety of knowledge for the subject and is on hand to help with any professional development required to maintain high quality teaching of music across the school.

### **3. The New National Curriculum**

3.1 Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

Music in the Early Years curriculum nurtures children's creativity, communication, confidence, and social development through rich, playful musical experiences. Children explore sounds, instruments, singing, movement, and rhythm as part of daily routines and continuous provision, with practitioners modelling musical play and creating an encouraging environment. Music supports key EYFS areas—including language, physical development, expressive arts, and personal and social growth—while remaining inclusive and accessible for all children. Assessment focuses on engagement and developmental progress, and families are encouraged to share musical traditions to strengthen home-school connections.

### 3.2 Key stage 1

Pupils should 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.

### 3.3 Key stage 2

Pupils should be 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.
- 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.

## 4. Music Curriculum Planning

4.1 Music is a foundation subject of the National Curriculum. The school uses Kapow as the basis for its planning. We carry out our planning in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics and genres studied in each term during the key stages. The Music-Co-ordinator works this out with teaching colleagues in each year group. In some cases, we combine the music topic within other subject areas when appropriate. At other times, the pupils study Music as a discrete subject.

4.2 Our medium-term plans, which we have based on the Music scheme, give details of each unit of work for each term. The Music-Co-ordinator keeps and reviews these plans.

4.3 The class teacher is responsible for writing a short-term plan (if desired) for each lesson. These plans list the specific OWLs, success criteria and any other information the teacher needs to produce a high-quality music lesson. The topics in Music are planned so that they build on prior learning. We ensure that there are opportunities for pupils of all abilities to develop skills and knowledge in each unit, and we also build progression into the Music scheme of work, so that the pupils are increasingly challenged as they move up through the school.

### 4.4 Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children

progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. EYFS lessons are taught using the “Music Development Matters in EYFS” guidance alongside Kapow.

### Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

### Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

4.5 During the Early Years Foundation Stage, children explore, experiment, practice, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

## **5. The Contribution of Music to teaching in other curriculum areas**

### 5.1 Literacy

Music can contribute in many different ways to the teaching of literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Music can inspire different elements of writing including descriptions, stories and recounts. The pupils develop oral skills in music lessons through discussions (e.g. of the piece of music they are listening to) and through recounting their thoughts and feelings about the piece of music. They develop their writing skills through writing about composers and time periods of music.

### 5.2 Numeracy

Music contributes to the teaching of numeracy in a number of ways. They develop their numeracy skills as they learn in music when they use calculation, estimation and measurement knowledge and skills to collect and make sense of information. Music learning involves learning to recognise and use patterns and sequences when composing, performing and listening.

### 5.3 Personal, Social and Health Education (PSHE)

Music makes a significant contribution to the teaching of PSHE, where pupils begin to explore how Music makes them feel, where Music can be used to help people and how Music brings a sense of belonging and family.

### 5.4 Spiritual, Moral, Social and Cultural Development (SMSC)

Music has a huge link to SMSC as we use music from around the world and different cultures to learn about and celebrate diversity. It is used within lessons to help aid discussions, thoughts and feelings about different topics covered in R.E. and other lessons which promote SMSC value. Music supports our vision by helping pupils *gain a heart of wisdom*, fostering emotional growth, cultural appreciation, and a sense of belonging.

## **6. Music and Computing**

6.1 Computing enhances the teaching of Music in our school because there are some tasks for which ICT is particularly useful. It also offers ways of impacting on learning which are not possible with conventional

methods. Software is used to animate and model Music concepts and to allow pupils to develop an understanding of the musical terminology and styles. Pupils use computing to record, present, review, modify and evaluate their work, and to improve its presentation. Pupils learn how to find and select information on the internet and on other media sources also.

## **7. Music and Inclusion**

7.1 At Harworth Church of England Academy, we teach Music to all pupils, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education for all our pupils. Through Music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special education needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We take all reasonable steps to achieve this. We ensure that all pupils have the opportunity to *Amaze* with their talents, *Achieve* their goals, and *Aspire* to grow, regardless of background or ability.

7.2 When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs.

7.3 Intervention through a Support Plan (SP) for pupils with special educational needs. The SP may include, as appropriate, specific targets relating to Music.

7.4 We enable all pupils to have access to the full range of activities involved in learning Music. Where pupils are to participate in activities outside the classroom (education visits for example) we carry out risk assessments prior to the activity to ensure that the activity is safe and appropriate for all pupils.

## **8. Assessment for learning**

8.1 Teachers will assess pupil's work in Music by making informal judgements during lessons, in school assessments on completion of a piece of work, the teacher assess it and uses this assessment to plan further learning. Written or verbal feedback is given to the pupil to help guide their progress. Older pupils are encouraged to make judgements about how they can improve their own work.

8.2 At the end of a unit of work the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum guidance. The teacher records the levels on our online assessment system. We use these levels as the basis for assessing the progress of each pupil and this is passed on the next teacher at the end of the year.

8.3 Teachers make an assessment of the pupil's work in science at the end of Key Stage 1 by using Teacher Assessments at the end of each topic.

8.4 The Music-Co-ordinator keeps samples of pupil's work in a portfolio and uses these to demonstrate the expected level of achievement in Music for each year group in the school. This is done by agreement trialling samples of work.

## **9. Resources**

9.1 We have a range of resources for all Music teaching units in the school and are updating them when we can. We keep these in a central store. The library contains a good supply of Music topic books to support pupils' individual research which can be undertaken on tablets or laptops in classes.

## **2. Monitoring and review**

10.1 The co-ordination and planning of the Music Curriculum are the responsibility of the Music-Co-ordinator, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in Music and providing a strategic lead and direction for this subject.
- Gives the head teacher an annual summary report in which s/he evaluates the strengths and weaknesses in Music and indicates areas for further improvement.
- Uses specially allocated regular management time to review evidence of the pupils' work, and to observe Music lessons across the school.

10.2 The Foundation Stage

At all times we ensure that the pupils' early years provision complies with the learning and development requirements, and the welfare requirements with regard to the statutory guidance set out in the Statutory Framework for the EYFS.

This policy will be reviewed every three years.

Signed: S Booker

Date: October 2025