



Teachers: Kerrie L Clowes MA BA (Hons) PGCE NPQH/ Emma E Doyle BA (Hons) PGCE NPQH

Lead: Sarah L Booker BA (Hons) QTS

Head: Joel M Edwards MA BA(Hons) QTS

Address: Harworth, Doncaster, South Yorkshire, DN11 8JT

Phone: 0114 2742477

Email: [e@harworth.snmat.org.uk](mailto:info@harworth.snmat.org.uk)

# Music Policy

March '26

Review date: March '28



## 1. School Vision

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.

## 2. Introduction

This policy outlines Harworth C of E Academy's approach to delivering a high-quality, inclusive Music curriculum in line with:

- The National Curriculum for Music (2014)
- The Model Music Curriculum (DfE, 2021)
- The Statutory Framework for the EYFS (2024)
- The Ofsted Education Inspection Framework (2023)
- The SEND Code of Practice (2015)
- Keeping Children Safe in Education (KCSIE, 2023)

Music is a vital part of school life, worship, and community identity. It supports pupils' emotional, social, cultural, and academic development.

## 3. Aims and Objectives

We aim to provide a music curriculum that enables all pupils to:

- Develop creativity, self-expression, and confidence
- Perform vocally and instrumentally
- Listen and respond to a wide range of music
- Explore and compose using the inter-related dimensions of music
- Understand and use musical terminology
- Experience music from diverse cultures, traditions, and historical periods
- Enjoy music and recognise its value throughout life

## 4. Teaching and Learning

### 4.1 Approach

We use a range of teaching strategies to develop pupils' musical knowledge, skills, and understanding. Lessons are practical, inclusive, and engaging, enabling pupils to Amaze, Achieve, and Aspire.

## 4.2 Scheme of Learning

We follow **Kapow Primary Music**, ensuring:

- Full coverage of National Curriculum requirements
- Clear progression in musical skills
- Support for teachers with limited subject expertise
- Strong links to wider curriculum topics where appropriate

## 4.3 Subject Leadership

The Music Lead:

- Provides subject expertise and professional development
- Monitors curriculum delivery and progression
- Ensures high-quality teaching across the school

## 5. Curriculum Content

### 5.1 Early Years Foundation Stage (EYFS)

Music is taught through **Expressive Arts and Design**, following the EYFS Statutory Framework (2024). Children:

- Sing, move, and explore sounds
- Use instruments and experiment with musical ideas
- Develop creativity, communication, and confidence
- Engage in musical play supported by adults
- Experience music from diverse cultures

### 5.2 Key Stage 1

Pupils learn to:

- Use their voices expressively
- Play tuned and untuned instruments
- Listen with concentration
- Create and combine sounds using the inter-related dimensions of music

### 5.3 Key Stage 2

Pupils learn to:

- Sing and play with accuracy, control, and expression
- Improvise and compose for a range of purposes
- Use and understand staff notation
- Listen attentively and recall sounds
- Appreciate music from different traditions, composers, and historical periods

## 6. Curriculum Planning

We plan in three phases:

- **Long-term:** overview of units and genres
- **Medium-term:** Kapow unit plans
- **Short-term:** lesson-level planning where required

Progression is built into the scheme to ensure increasing challenge and skill development.

## 7. Music Across the Curriculum

### 7.1 English

Music supports vocabulary, listening, speaking, and creative writing.

### 7.2 Maths

Pupils develop pattern recognition, counting, sequencing, and timing.

### 7.3 PSHE

Music supports emotional expression, wellbeing, and community belonging.

### 7.4 SMSC

Music promotes cultural understanding, reflection, and appreciation of diversity.

## 8. Computing

Computing enhances music learning through:

- Digital composition
- Audio recording and editing
- Research into composers and genres
- Use of music-specific software

## 9. Inclusion

We teach Music to all pupils, including those with SEND, EAL, disabilities, or exceptional musical talent. We follow:

- The Equality Act (2010)
- The SEND Code of Practice (2015)

Reasonable adjustments are made to ensure full participation. Support Plans may include music-related targets where appropriate.

## 10. Assessment

Assessment in Music is **formative**, based on:

- Observation of practical skills
- Listening and responding
- Performance and composition
- Pupil voice and self-evaluation

There is **no statutory summative assessment** in Music at KS1 or KS2.

Teachers record progress using the school's assessment system to support transition and planning.

## **11. Resources**

We maintain a wide range of tuned and untuned instruments, digital tools, and high-quality teaching materials. Resources are reviewed and updated regularly.

## **12. Monitoring and Review**

The Music Lead:

- Monitors teaching and learning
- Reviews planning and pupil outcomes
- Provides an annual report to the Headteacher
- Ensures compliance with statutory requirements

This policy will be reviewed every two years.