

Stocks Lane Primary School

Music Policy



May 2025

To be reviewed May 2027

Rationale

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement through performances. Music is a practical creative subject which can be of benefit to all children in developing imagination, the ability to listen attentively and the ability to express thoughts and feelings. It also plays an important part in helping children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Aims

Stocks Lane Primary School understands that music can inspire and motivate children and play an important role in their personal development.

The main aim is that music is for all to have access to and enjoy.

The national curriculum for music aims 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.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to 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.

At Stocks Lane Primary School, we use the 'Charanga Music School' scheme of work which supports all of the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. The 'Charanga Musical School' 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, clear progression, and engaging and exciting whiteboard resources to support every lesson.

The Scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance.

The learning within this scheme is based on: **Listening and Appraising; Musical Activities - Creating and Exploring; and Singing and Performing.**

Intent

Through the teaching of Music at Stocks Lane Primary School, we intend that:

- All children will be taught the skills and knowledge of music as outlined in the National Curriculum and the key skills document.
- All our children will have the opportunity to take part in music through the creative curriculum and they will sing songs on a regular basis in the classroom and in assemblies.
- Children in lower key stage two will have the opportunity to take part in music lessons provided by peripatetic teachers.

- Children will develop an awareness of sound and music in the environment and develop their imagination and inventiveness through practical musical activities.
- We will provide musical experiences through song, dance, movement, making music and listening and encourage children to respond to musical experiences emotionally and intellectually.
- We will develop skills and concepts through a balanced range of activities in order to show co-operation and commitment through social activities, performances and visitors.
- All children will develop an appreciation of different musical styles and traditions.

Implementation Throughout School

Teaching and Learning

At Stocks Lane Primary School, making every child's music matter is a core principle. Enjoyment and achievement lie at the heart of good primary practice; every child should enjoy musical activities. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch, how to make music together, to understand musical notation or symbols and to compose pieces using a range of tuned and untuned instruments, body percussion and vocal effects.

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty;
- Grouping children by ability and setting different tasks for each group;
- Grouping children in mixed ability groups;
- Providing resources of different complexity, depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

Music lessons are delivered once a week in KS1 by the class teacher and in KS2 children get the opportunity to play the recorder in year 3, taught by the class teacher and ukuleles in year 4 which is delivered by Bradford Music and Arts service on a weekly basis. This is as a whole class ensemble.

Early Years Foundation Stage (EYFS)

All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year following the Charanga scheme of music. 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 the Expressive Arts and Design aspect – ELG: Being Imaginative and Expressive.

Children at the expected level of development will: -

- Invent, adapt and recount narratives and stories with peers and their teacher.
- 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.

Key Stage One (KS1)

In KS1, pupils will be taught music in line with the Charanga scheme of music following the national curriculum:

- 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.

Key Stage Two (KS2)

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. Pupils will be taught music in line with the Charanga scheme of music following the national curriculum:

- 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.

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 class teacher creates long-term, medium-term and short-term plans for delivery of the music curriculum – this follows the Charanga scheme of music:

- Long-term: includes the music topics studied in each term during the key stage
- Medium-term: includes the details of work studied each half term
- Short-term: includes the details of work studied during each lesson

Marking and Feedback

Adults at Stocks Lane assess children's work in Music by making informal judgements as they observe them during each lesson. Verbal feedback is often given "on the spot", with a focus on addressing misconceptions, moving learning forward and providing appropriate challenge.

Assessment

Assessment is an integral part of teaching and learning. Its purpose is to highlight success and achievement, as well as identifying areas that need further support measured against the National Curriculum (2014) Age Related Expectations (ARE).

Formative assessment is carried out informally during the lesson using feedback during and after every lesson, questioning and peer and self-evaluations. This information will then be used to identify children's gaps in knowledge.

Summative assessment is undertaken in line with the assessment cycle (see Assessment Policy) and teachers complete the school's data tracking system following each assessment point or end of unit. Summative assessment reviews the pupils' capability and provides a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment is recorded for all pupils showing whether the pupils have met, exceeded or not achieved the learning objectives on insight. This is completed at each assessment point.

Pupil progress is tracked throughout the year and reported to parents during regular parents' evenings and in the end of year report.

Role of Subject Leader

The Headteacher

- Determines the ways Music should support, enrich and extend the curriculum; decides the provision and allocation of resources;
- Decides ways in which developments can be assessed and maintained;
- Ensures that Music is used in a way to achieve the aims and objectives of the school;
- Ensures that there is a Music policy, and identifies a Music subject leader.

The Music Subject Leader

- Inspire colleagues to deliver high quality teaching and learning opportunities;
- Identify strengths and weaknesses in outcomes; planning for improvement accordingly.
- Write, monitor and evaluate an action plan for Music for the School Improvement Plan;
- Lead INSET within the school, and investigate suitable courses elsewhere;
- Provide technical expertise;
- Lead the evaluation and review of the school's Music policy.
- Organise visitors for musical experiences.

Inclusion

At Stocks Lane Primary School, we teach Music to all children whatever their ability. Music forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children with learning difficulties and we consider the targets set for individual children in their IEPs.

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Equal Opportunities

It is the responsibility of all teachers at Stocks Lane Primary School to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the Music curriculum and make the greatest possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Policy Review

This policy was written by the Music subject leader following discussions with the teaching and support staff at Stocks Lane Primary School.

Policy Updated May 2025

The policy will be reviewed again in May 2027.

Signed Chair of Governors.....Date.....

Signed Headteacher.....Date.....