



Roundhay St John's CE Primary School

Music Policy

DATE: Spring 2026

REVIEW: Spring 2028

Headteacher: L Briggs
Chair of LAC: J Thompson



Roundhay St John's CE Primary School

Policy for Music

Intent

At Roundhay St. John's we aim to deliver the National Curriculum in all its breadth to every child. Through quality teaching we want our music curriculum to nurture an enjoyment of music, help children to discover new musical skills and develop a respect for different musical traditions and cultures.

We aim to ensure every child has the opportunity to be a performer, a listener, a responder, reviewer and a creator of music.

As a school community we are fully committed to bringing people together through a shared love of making music. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Purpose of Study

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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. 'National Curriculum in England.' September 2014

Aims

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.

Teaching and Learning strategies

At Roundhay St John's, children are **Learning to live life in all its fullness** and subjects are taught in the context of our whole school Curriculum Intent.

Teaching is underpinned by strong subject knowledge of staff. **The New Music Curriculum** is used as the starting point for staff to develop subject planning. Alongside the national curriculum, music teaching is supported by **Kapow Music** which includes a range of music styles and traditions from different cultures, times and places. Music Appreciation is supported by **Musician of the Month** which is an online resource of a diverse range of music genres. Our children listen and appreciate the range of music whilst they enter and leave Collective Worship or in class time. Combined with the Kapow units, children are given the opportunity to experience a broad range of live music from a wide range of cultures and traditions that truly reflect our school community.

Teachers employ a balance of whole class and group or individual activities and should incorporate a variety of performing, playing, composing or listening and appreciating music either through the Kapow scheme or sometimes linked to the year group topics. For example, Year 4 learn songs from the Victorian era and study the Music hall tradition. Year 6 children learn about music styles and songs popular in World War 2, understanding the significant impact Black American musicians had on British music and culture at this time and continues today. Year 2 learn about Music from India as part of their Summer term topic and linked to their Social Action.

We recognise that children have different learning styles and preferences. When planning, staff ensure visual, auditory and kinaesthetic elements are included in lessons. The children are encouraged 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 and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, to compose pieces and begin to play a tuned instrument such as a keyboard.

Wherever possible, teachers should seek opportunities for enrichment through indoor and outdoor learning, through visits and visitors to school providing memorable learning moments for children. Teachers will also plan opportunities for children to practice their skills in the context of other subjects to demonstrate the extent to which they are securing their learning and mastering taught skills.

Teachers understand that all children have differing abilities and meet children where they are by providing learning opportunities which match the challenge of the task to the ability of the child.

Subject Content

Early Years Foundation Stage

The Statutory Framework for EYFS 2021 states;

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.

To help children achieve above early learning goal teachers in EYFS at Roundhay St. Johns will encourage children to:

- Engage with music through adult-led and child-initiated activities delivered through planning and play.
- Listen and respond to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.

All the musical learning is focussed around nursery rhymes and action songs.

A cross curricular/topic-based focus and a musical focus engages the children in activities related to the developmental events taking place in their changing lives.

Key Stage One Programme of Study

- 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: pitch, duration, dynamics, tempo, timbre and texture.

Key Stage Two Programme of Study

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 are 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
- 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

Planning and organisation of content

The National Curriculum is used as the starting point for staff to develop subject planning. Long term plans have been developed following whole school consultation to ensure appropriate coverage of the National Curriculum across the school. Long term and medium term plans are reviewed in response to the needs of cohorts of children and changing interests of children. Our short term plans highlight learning objectives, pupil activities and how these will be differentiated.

We teach music in Reception and Nursery as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Years Curriculum which underpins the planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by Leeds School's Music Service(LMS). Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. Children who qualify for the Pupil Premium can access these lessons for free as the Local Authority subsidises their music tuition and instrument rental. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the **fife, flute, clarinet, violin, guitar, keyboards and steel pans**. This is in addition to the normal music teaching of the school, but usually takes place during curriculum time.

When there is a History or Geography topic which lends itself to music we try to learn about the culture of that time or place through music. For example, when Y4 study South America they take part in a 6 week Samba percussion program which culminates in a performance with many other Primary schools across Leeds. When Y6 do a final topic in the summer about Africa, they learn to play Djembe drums and rhythms as a 5 week program of study.

The school choir

We believe that music enriches the lives of all people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children from Y3-6 to join. The choir meets on a weekly basis and although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.

Year 3 are taught recorder for the year in their music lessons.

We provide opportunities throughout the year for budding musicians to perform for the school community. This includes solo and ensemble performances as part of assemblies and end of year concerts. This recognises their achievements and celebrates their success. Twice a year we have a Music Showcase where any child can play or sing for the school community.

Inclusion

The same high expectation that children will reach their full potential applies to all children in keeping with the school's values and ethos. We have due regard for our duties under equality legislation that covers all the protected characteristics.

All children will be given equal access to music. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for children who come from disadvantaged backgrounds or have special educational needs or disabilities. Additional resources are provided to support individual children when required.

Resources

The subject leader is responsible for ensuring resources are adequate and appropriate for the successful teaching of this subject. We keep resources for music in a central store for KS1, KS2 and EYFS.

Resources available include:

- Set of class percussion instruments for KS2.
- Set of class percussion instruments KS1.
- Set of class percussion instruments EYFS.
- Set of 13 glockenspiels, and two large sets.
- 2 wooden xylophones.
- Set of chime bars (1 octave)
- Whole class set of recorders. (30)
- Set of Steel Pans. (For use in LMS small group lessons and events.)
- 3 school violins.
- 15 school keyboards for classroom use
- Access to **Kapow** music planning and resources for teachers to enhance their knowledge and also classroom resources, videos, slides etc.

Health and Safety

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs Dhiman, School Business Manager.

A risk assessment programme is coordinated by the school business manager for all aspects of school life. There is a safeguarding protocol in place for inviting visitors into school and this must be adhered to for the purposes of curriculum delivery or enrichment.

This school is committed to safeguarding and promoting the wellbeing of children and young people and expects all staff and volunteers to share this commitment.

Assessment and Recording

Children are formally assessed against the National Curriculum end of year expectations at the end of each academic year. This information is monitored and evaluated by the subject leader and shared with the next year's teacher.

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgments about how they can improve their own work. 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, and records summative judgements on Arbor.

The Kapow scheme, which class teachers use, gives them clear guidance of the knowledge and skills a child needs to meet Age-Related Expectations by the end of the year.

Formative assessment can be made from a range of sources within day to day teaching and is ongoing to inform future planning as part of Assessment for Learning.

Role of the Subject Leader

Each subject leader has a job description with clear responsibilities for their role:

Intent

- Having oversight of curriculum coverage and ensuring that the curriculum meets national requirements
- Ensuring that colleagues are aware of expectations of curriculum, planning and assessment
- Action planning for future development
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.

Implementation

- Ensuring that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning
- Leading professional development, providing guidance and support to colleagues
- Oversee assessment
- Making best use of financial and human resources to impact on standards and have a clear evidence based rationale for use of any allocated funding
- Promoting the subject and championing the subject with colleagues and pupils.

Impact

- Monitoring the effectiveness of teaching and the impact on learning and standards
- Evaluating and summarising all aspects of the subject to define next steps for improvement.

Reporting

- Maintain a clear overview of your subject for interested parties on the school website ensuring any statutory requirements are met (where appropriate)
- Produce an annual Subject Leader Report which as a full and current evaluation of your subject and incorporate areas for development in the following action plan
- Monitor and update your current action plan to reflect the current position of the subject
- Organise all aspects of evidence in a coherent and accessible subject leaders file

Monitoring, Evaluation and Accountability

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, children's work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

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