



Kilburn Junior School

Music Policy



Spring 2026

EMBARK
FEDERATION



KILBURN JUNIOR SCHOOL

Embark Federation

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Definition

“Music is a universal language that embodies one of the highest forms of creativity. A high 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.”

Primary National Curriculum 2014

Introduction

At Kilburn Junior School, Music is viewed as an opportunity for children to express themselves and their feelings through the use of voice and instruments. Our Music curriculum aims to give every child the opportunity to explore, play and learn a musical instrument as well as developing their use of voice and rhythm.

The policy reflects the schools values and ethos in the relation to the teaching and learning of Music. It provides a framework and a set of skills which all teaching staff can use to seek guidance on planning, teaching and assessing Music.

Aims

The aims of Kilburn Junior School ensure that all children:

- Have access to a musical curriculum which is taught in an enthusiastic way;
- Enjoy their own involvement in Music;
- Have the opportunity to learn about a variety of artists, musicians and composers across a range of historical periods, genres, style and traditions;
- Have opportunities to create and compose their own music so they can progress to the next level of musical excellence;
- Develop an understanding of how and why music is created;
- Have equal opportunities to access musical lessons (both in class and privately) regardless of gender, age, race, ability or income.

Teaching objectives

The following objectives state what should be taught during each key stage. These have been taken from the National Curriculum 2014. As a Junior School, we ensure that all children are able to meet the objectives for Key Stage One and Key Stage Two. For individual year groups please refer to the Kilburn Junior School Music Skills Ladder.

Key stage one:

- 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:

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.

Teaching and Learning Strategies

At Kilburn Junior School, it is our aim to teach children to learn through valuable experiences, which are both relatable to them and the world around them. The teaching of Music should be used as a tool to develop the children's love of the arts, their confidence and their self-esteem so that they can express themselves in a variety of ways. In order to do this, we aim to give the children a wide range of opportunities to learn about Music. These opportunities include teacher prepared materials and planning, modelled demonstrations and a variety of learning environments (i.e using the outdoor space/trailblazers).

Lessons will be carefully planned and organised to ensure that the children are guided through a valuable learning experience. These lessons should include a variety of learning activities, inspired by the principles of the Kodály approach. Children are first introduced to musical concepts through experiences such as listening, singing, or movement. In school, we incorporate a combination of activities within every lesson: echo, move, sing, play, improvise, write, compose and read. The use of modelling and demonstrations (where appropriate) will be given by staff. Children will have opportunities to work individually, in pairs or as part of a small group.

During these sessions, children should also be given the opportunity to self and peer assess their own work and that of others. This should also be carefully modelled to ensure that the children get the most out of their reflections, without feeling disheartened.

Meeting the Needs of All Learners

The Music curriculum should be delivered in a way which ensures all children are able to access, appreciate and develop their skills within it. It is recognised that all children learn at different rates and therefore teaching is adapted appropriately. This can be achieved through changing the way

in which we ask children questions, adapting practical task expectations through a given focus, providing adult support to ensure that all children achieve the same goal/skill and using technology (Garage band). All children should be given the opportunity to work with a variety of their peers to support their progress.

Organisation and Year Group Specific Instruments:

To ensure progression within the children's music learning within each year group and across Key Stage 2, each child is given their own instrument to use for their music lessons. When permission from parents/carers is granted each year, the children can also take their instrument home. All children are given a music learning journal which they add to each week, to take home.

- Year 3: Nuvo Recorder+
- Year 4: Nuvo Toot / Dood
- Year 5/6: Nuvo jFlute / Nuvo jSax (children are taught one of these instruments over a two year period).

All children should be given full access to the musical curriculum during a well directed, planned and thought out singing assembly each week. Where appropriate, singing assemblies may be thematic on school topics or calendar events (E.g. World Book Day, Remembrance Day etc).

In addition to this, there is also a variety of private music lessons available to the children to take part in. Should the children wish to partake in a private music lesson please contact the school office for a letter to go home.

Further Instruments and Resources

As a school, we have an Out of the Ark Sparkyard Subscription. As a school, all teaching staff have a login so that they may use songs during their discrete class music lessons and to enhance other learning activities across the curriculum.

At Kilburn Junior School, we have a range of musical instruments. Claves, Tambourines, Guiros, Xylophones, Glockenspiels, Maracas, Triangles, Cowbells, pitched handbells and cups which can be located on the trolleys stored in the music/science bay and within the new classroom cupboard.

The role of the coordinator

- Produce and review the Music Policy regularly,
- Produce and review the Skills Ladders to ensure they meet the statutory requirements for each year group,
- Provide advice and/or CPD opportunities to teachers (including Team teaching, where appropriate),
- Attend relevant courses and feedback any new information/ideas to staff,
- Keep an up-to-date file of who attends private music lessons,
- Monitor the Teaching and Learning.

The role of the class teacher

- Produce medium term plans (MTP) using the statutory requirements,
- Ensure that a range of the principles of the Kodály approach are being implemented within lessons and that children are taught key skills that are age-appropriate,
- Evaluate MTP and make amendments where necessary,
- Showcase musical achievement during weekly assemblies and end of term assemblies,
- Encourage and provide opportunities for ALL children to learn a musical instrument.

Health and Safety

All staff members are responsible for ensuring that Music is taught in a healthy manner and safe environment:

- Activities, which involve the use of instruments, should be demonstrated to the children at the start of each session, regardless of their ability or stage.
- Where musical instruments -that are kept in school - are used, these will be sanitised after use and placed back correctly.
- Children should be taught how to pack their own loaned instrument away safely.
- When children return their loaned instruments in the Summer term, they should be checked by a teacher/teaching assistant to ensure all components are present and record any damage/missing pieces appropriately using the music instrument loan spreadsheet.
- Once all loaned instruments have been returned in the Summer term, staff will ensure that every piece is sanitised and dried thoroughly before storing again for the next academic year.
- Where musical instruments are taken to Trailblazers for learning activities, there should be a clear task set out and an appropriate adult present to ensure the correct use of the instruments and to ensure they remain clean and intact.