



PIPWORTH COMMUNITY PRIMARY SCHOOL



Article 28: I have a right to an education.
Article 29: I have a right to be supported to achieve in education.
Article 31: I have a right to relax and play.

MUSIC POLICY

Intent

Music is a powerful, unique form of communication that can change the way children feel, think and act and it promotes children's spiritual, moral social and cultural development.

The learning of music in our school helps develop an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both as individuals and in groups, developing a sense of identity and togetherness. It also supports self-discipline and creativity.

Implementation

We aim for our children to

- know and understand how sounds are made and then organised into musical structures
- know how music is made through a variety of instruments
- know how music is composed and written down
- know how music is influenced by the time, place and purpose for which it was written
- develop the interrelated skills of performing, composing and appreciating music

The **objectives** of music teaching are to enable children to:

- To promote all the children's achievements in music within the school and the wider community
- To provide all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of pitch,

rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices

- To develop performing, composing and appraising skills by applying listening skills and knowledge and understanding of music
- To become increasingly aware of how music is produced, for example, through the use of instruments and musical processes including relevant symbols and notation

Impact

A wide range of strategies are used to measure the impact of our Music curriculum. Our teaching sequence allows children to respond to assessments where knowledge is absorbed into the long-term memory of pupils. Formative Assessments are also carried out by teachers after each lesson which will allow them to inform future planning. Additionally, summative assessments are carried out by using Focus Assessment materials. As a result of these assessment tools, pupil's misconceptions or gaps in subject knowledge, skills, behaviours, and attitudes are addressed and additional teaching and support is provided.

Our Subject Leader will also monitor the effectiveness of the Music curriculum through carrying out regular subject 'dip-ins'. These evaluations are quality assured by the Curriculum Lead and Senior Leadership.

The effectiveness of Music is also monitored through pupil voice throughout the course of the year.

Teaching and Learning

*(Including **Planning** and **Music in other Curriculum Areas**)*

At Pipworth Community Primary School we make music an enjoyable learning experience. 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 our music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing, children learn about the structure and organisation of music. One of the main ways this is achieved is through weekly whole key-stage singing assemblies, one for FS2 and KS1 and the other for KS2. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to develop imaginative skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse, dynamics, rhythm and pitch. We also teach children how to work with others to make music, writing musical notation and composing music using the online, digital music resource 'Kapow'. The Kapow scheme builds upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. The Kapow scheme of work links directly to the objectives in the 2014 National Curriculum. However, teachers also have access to other ideas and resources and teachers are expected to adapt any published materials used to meet the needs of their pupils.

We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible and appropriate.

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- setting tasks of increasing difficulty (not all children complete all tasks)
- grouping children by ability in the room and setting different tasks to each ability group
- using classroom assistants to support the work of individuals or groups of children

Music in EYFS

In our Early Years setting, the children are exposed to music throughout a wide variety of experiences and opportunities through different strands of the EYFS framework, including Communication and Language, Expressive Arts and Design, and Physical Development. These include daily practises, such as nursery rhymes, phonics songs and opportunities in continuous provision. From Spring Term FS2 will begin teaching weekly Kapow sessions.

SEN

Through the Music curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine's Principles of Instruction

Additional instrumental lessons

Instrumental lessons are available in Year 3 (Autumn 1, Autumn 2 and Spring 1) and Year 4 (Spring 2, Summer 1 and Summer 2) where the children are taught to play the ukulele. These lessons are taught to whole classes by professional musicians accredited by the Sheffield Music Hub. As a school, we also offer additional music lessons (keyboard, singing or drumming) through the Lowe Music Academy. School is able to work with parents to help out with the costs of these lessons so that they are accessible and open to all children and families.

Musical events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities and growing their cultural capital.

At Christmas, all year groups are part of a musical performance which is performed to parents and the whole school. These performances are sometimes done as collaboration with other year groups or as a key stage.

Our children in Foundation Stage and Year 1 are involved in the Musical Stories Project run by Polly Ives which centres on a children's text with musical and sung accompaniment. Rehearsals take place during school time and this culminates in the children being part of the performance at the Crucible Theatre usually in Autumn 2.

All children learning to play a musical instrument enjoy performing for parents and the whole school to demonstrate their progress through the year.

The children also have the opportunity to listen to and participate in live performances; these are provided by musicians from the Sheffield Music Hub as well as other visitors and musicians where possible.

Our school choir is part of the nationwide event, Young Voices, and the concert at Sheffield Arena is the highlight of year for those children where they perform as a part of a huge choir accompanied by a live orchestra. As with additional music lessons, the cost of the tickets for parents is subsidised for all parents as well as additional financial support for those where necessary to enable as many families as possible to attend and support their children.

Our children take part in a KS2 SSEL P One Voice Singing Project that is organised by the schools in our locality, which leads to a performance for parents in the Summer Term. The past venues for this event have been the Sheffield City Hall, The Octagon Theatre and Sheffield Manor Castle.

The contribution of music to teaching in other curriculum areas include;

Personal, social and health education (PSHE) and citizenship

Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence.

Spiritual, moral, social and cultural development

We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Pipworth Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, are encouraged to develop more positive attitudes towards other cultures and societies.

Assessment

Teacher assessment is used to inform future planning and to review children's capability. Children are encouraged to make an oral or written evaluation of their work in technology throughout the key stages. Where appropriate, children's work will be recorded with photos, videos, pupil voices or a written evaluation or response. Teacher's assessments are logged on Otrack.

Resources

The music coordinator is responsible for auditing, reviewing and evaluating resources through school as well as managing the budget allocated for the subject.

Monitoring

Monitoring the standards of children's work, planning and quality of teaching in Music is the responsibility of the subject leader. Subject dip-ins are carried out every half term as well as drop-in lesson observations that are undertaken by the music coordinator where appropriate in the school year. A RAG document will be maintained and reviewed every 3 years. This also includes the Music Development Plan which is in place for the start of the 2024-2025 academic year and is a working document that will evolve throughout the year.

Music and Computing

Information and communication technology enhances the teaching of music, wherever appropriate, in all key stages. Children use software to enhance their skills in musical composition. Programs such as *Chrome Music Lab* are used to offer different ways for children to create music.

Remote Home Learning

In the event of a school closure or 'bubble' having to self-isolate, work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any appropriate work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school.

The role of the Subject Leader:

There is a designated Music Co-ordinator to oversee the planning and delivery of Music within the school.

The coordinator will be responsible for

- Raising standards in Music as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject
- Facilitating the use of Music across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.

- Monitoring the delivery of the Music curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

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