



Music Policy

Adopted Date: **February 2023**

Review Date: **February 2025**

*This policy needs to be read in conjunction with the Safeguarding Policy.
The terms of the Safeguarding Policy are to take precedence over the
guidelines set down in any other policy.*



1 Aims and objectives

- 1.1 Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world that they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical genres, and to begin to make judgements about the quality of music.
- 1.2 **Our objectives in the teaching of music are based on the National Curriculum (or early learning goals for EYFS) and takes inspiration from the DfE's Model Music Curriculum. Learning is structured via 'The HCPS Teacher Repertoire', incorporating The Hadleigh Habits and The Hadleigh Flow.**

Key stage 1

Pupils are taught to:

- 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 (elements) of music

Key stage 2

Pupils are taught to sing and play musically with increasing confidence and control. They 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 (elements) 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

2 Teaching and learning style

- 2.1 At Hadleigh 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 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 genres 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 them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand basic musical notation, and to compose pieces.

2.2 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
- embedding creative choice into the curriculum, where pupils are guided to choose the tasks that suit musical abilities and interests
- providing specialist support/encouragement where individual children have particular gifts or talents

3 Additional music teaching

3.1 We offer a diverse extracurricular music programme with the aim to cater to a wide range of musical interests. Our current offer includes:

- choir
- ukulele
- wind group
- musical theatre
- violin
- music theory
- keyboard
- performance club

3.2 Band Academy attend school on Friday afternoons for individual tuition on a selection of instruments.

4 Music curriculum planning

4.1 Music is a foundation subject in the National Curriculum. Our school's curriculum has been carefully sequenced to meet the aims of the National Curriculum, the aspirational goals of the DfE's Model Music Curriculum and provide an enjoyable, inclusive musical experience for all of our pupils.

4.2 Our curriculum takes inspiration from the following three quotes:

1. "Music is the universal language of mankind." - Henry Wadsworth Longfellow, Poet

Our curriculum gives pupils the tools to understand the language of music by teaching them the elements of music: metre, tempo, harmony, instrumentation, pitch, structure, texture, expression and rhythm. Throughout the curriculum, children are guided to discuss how music can represent both abstract and concrete ideas, as well as the roles it plays in the lives of people all over the world.

2. "And if I stay true to my song, then I really can't go far wrong. It's MY music and my music makes me, ME." from 'The Music In Me' by Sophy Henn

Children are guided to take ownership of the music in their life and to explore the roles it plays. As children progress through the school, pupils are encouraged to explore their own musical talents and interests and use these to shape their music in and out of the classroom.



3. “The only thing better than singing is more singing.” - Ella Fitzgerald, The ‘First Lady of Song’
Every child sings and high importance is placed on singing. The voice is referred to as the most important instrument, as everyone has one. Singing is an integral part of school life and is used across the curriculum. We have weekly singing assemblies where the children learn songs together. These songs are then an important part of the ‘Weekly Wonder’ assembly at the end of each week.

4.2 We carry out the curriculum planning in music in three phases (long-term, medium-term and short-term). The long-term plan maps the music topics studied in each term during the key stage. The subject leader devises this plan for each year group. Sometimes the children study music topics in conjunction with other subjects. Through this programme of study, we teach the knowledge, skills and understanding set out in the National Curriculum. The ‘whole class’ instruments that children are introduced to in Year 2, then become a core feature of the Key Stage 2 curriculum are djembe, glockenspiel and ukulele.

4.3 The medium-term plans set out the core knowledge for the unit in two sections: ‘pupils will know’ and ‘pupils will know how to’, as well as common misconceptions, suggested listening, tier 2 and 3 vocabulary, SMSC opportunities and National Curriculum coverage. The subject leader is responsible for keeping and reviewing these plans. Where there are links to the wider curriculum, these are also signposted. Each medium term is also shown visually for pupils and parents in the form of a knowledge organiser.

4.4 The music teacher plans the weekly sessions, using the knowledge organiser as a visual starting point for the lesson, then building listening, performing and composing tasks around it. The resources used are made available on the school website for pupils to continue their musical engagement at home as they wish.

5 The Early Years Foundation Stage

5.1 We teach music in EYFS as an integral part of the topic work covered during the year. We relate the musical aspects of the children’s work to the objectives set out in the EYFS goals which underpin the curriculum 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, while songs from different cultures increase a child’s knowledge and understanding of the world.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. Tier 2 and 3 vocabulary is identified in the planning and on the knowledge organiser and pupils are encouraged to make links between these words in a musical setting and in other contexts. We have a number of core texts to support the curriculum, including:

- ‘The Music In Me’ by Sophy Henn
- ‘Little People, Big Dreams: Ella Fitzgerald’ by Isabel Sánchez Vegara
- ‘100 Things To Know About Music’ by Jerome Martin, Alice James, Lan Cook and Alex Frith
- ‘When Step Met Skip’ by Vicky Weber
- ‘Once Upon A Tune: Stories from the Orchestra’ by James Mayhew



6.2 STEM

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes that are generally mathematically based.

Opportunities are taken throughout the curriculum to develop pupils' understanding of the science of sound, for example how size relates to pitch and how sound waves travel.

When encountering new instruments, we discuss how they are made and how they make sound. There are also opportunities in some years for pupils to make their own instruments.

6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people and to 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. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.4 Religious Education

Religion has influenced the direction of music in the Western world and beyond. Links are made wherever possible, for example by learning songs surrounding particular religious festivals.

Pupils learn to sing a number of Christian hymns in their weekly singing assemblies.

6.4 Spiritual, moral, social and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Hadleigh Community Primary School have the opportunity to encounter music from many cultures enabling them, through their growing knowledge and understanding of the music, to develop more positive attitudes towards other cultures and societies.

7 Music and ICT

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. They listen to music through a variety of media and record their own compositions. The school subscribes to two key online musical services to support pupils' understanding of music technology. One is a Digital Audio Workstation and the other is a notation software. All use of ICT in music follows the school's E-safety policy.

8 Music and inclusion

8.1 Hadleigh Community Primary School believes that, regardless of the subject being taught, all children, wherever possible, should receive the same opportunities, both academic and social. Under the terms of the Disability Act (DDA) 2005, Hadleigh Community Primary School is committed to:

- Promoting equality of opportunity
- Eliminating unlawful discrimination
- Eliminating disability-related harassment
- Promoting positive attitudes towards disabled people
- Encouraging disabled people's participation in public life
- Taking steps to consider people's disabilities in all subjects and aspects of school life



8.2 At our school we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

8.3 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

8.4 Children with special educational needs may be given a specific plan, as appropriate, when considering some of the music curriculum targets.

8.5 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

9.1 Children demonstrate their ability in music in a variety of different ways. The music teacher will assess children's work in music by making informal judgements as they observe them during lessons. In key stage 2, success criteria is often shared and pupils are guided to self assess, alongside teacher judgements. At the end of a unit of work, the teacher makes a recording of each pupil's work. We use this as the basis for assessing the progress of the child.

10 Resources

10.1 There are sufficient resources for all music teaching units in the school. All resources are kept in the music room to support the weekly lessons. Resources may also be borrowed by year group teachers to aid additional music sessions.

11 School plays and concerts

11.1 We believe that music enriches the lives of people and so we wish to involve as many children as possible in musical activities. All children take part in a yearly performance in which music generally plays an important role. The music teacher supports the class teachers when preparing for a performance by offering guidance and musical direction to the pupils. We have a school choir for key stage 2, which we encourage children 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. We have both a Christmas concert and a summer concert to include performances by instrumental groups, choir and solo performers.

12 Monitoring and review

12.1 The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in music and by providing a strategic lead and direction for this subject
- gives the headteacher an annual summary report in which he evaluates the strengths and weaknesses in music and indicates areas for further improvement



- 12.2 The quality of teaching and learning in music is monitored and evaluated by the headteacher as part of the school's agreed cycle of lesson observations.
- 12.3 This policy will be reviewed at least every two years.

Signed: Mr A Betts

Date: Reviewed February, 2023