ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

Music Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

Next Review Date: September 2027

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Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

Our curriculum uses National Curriculum objectives alongside Model Music Curriculum (MMC) guidance to emphasise the intrinsic qualities of music as a subject in its own right. We want to put emphasis on the importance of children accessing the world of music in richness and depth.

'A.R.H. - Educating a community of life-long learners'

Aims

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 they live in. It also plays an important part in helping children 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 forms, and to begin to make judgements about the quality of music. The aims of teaching music in our school are to enable 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.

Teaching of Music

The Early Years Foundation Stage Music Curriculum is integral to the children's education. They learn through singing songs and experimenting with instrument sounds inside and outside the classroom. Some of the learning is teacher-led and HLTA-led, however the children are encouraged to independently experiment with music through the use of the Charanga scheme as a planning tool. Learning walks and pupil conferencing take place to ensure music provision is progressive and of a high quality.

In Key Stage 1 and Key Stage 2, as a school we follow the Model Music Curriculum guidance (MMC) to nurture fundamental musical techniques alongside building musical knowledge. The MMC has shaped our progression document and ensures that staff can deliver music lessons to the highest quality.

In Key Stage 1 (KS1), pupils are taught by class teachers and HLTAs in alternate units. Throughout the academic year, the pupils will listen to and talk about music; sing and play instruments together; and experiment with instruments and their voices through improvising and composing. The KS1 Music Curriculum is taught through the Charanga scheme. The pupils develop their musical skills in the following areas: using their voices expressively and creatively by singing songs and speaking chants and rhymes, while developing a good singing posture and tone;

playing tuned and un-tuned instruments musically, learning how to play them with correct techniques and developing an internalisation of pulse and rhythm, and recognising notation symbols; listening with concentration and understanding to a range of high-quality live and recorded music, being able to talk about the music in terms of high and low, loud and quiet, to higher and lower and louder and quieter, for example; and experimenting with, creating, selecting and combining sounds using the inter-related dimensions of music timbre, tempo and dynamics, as well as technology. Delivery of lessons and progression is monitored through learning walks and discussions with teaching staff and pupils, and the updating of the progression document.

In Key Stage 2 (KS2), lessons are delivered by the HTLAs and Teachers in alternate units, and are planned from the Charanga scheme. Pupils receive weekly lessons. Pupils are taught to sing and play musically with increasing confidence and control and 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 (where applicable) and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They improvise and compose music for a range of purposes using the inter-related dimensions of music and listen to a wide range of music with attention to detail, recalling sounds with increasing aural memory. Pupils develop their use of rhythmic notation by using and understanding staff and other musical notations. They are taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, developing an understanding of the history of music.

In Key Stage 2, our pupils take part in atbleast one term of whole-class instrumental ensemble as recommended by the MMC.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for Music, supported by the Music Coordinator. The Music Coordinator is responsible for overseeing the delivery of the Music Curriculum through:

- Developing and supporting the delivery of music in EYFS, KS1 and KS2, while leading the vision for the music curriculum across the whole school, working with relevant staff and stakeholders.
- Supporting and developing understanding of assessment in music through the ‘Rewind and Reflect’ units.
- Planning and delivering CPD to staff and stakeholders.
- Assessing learning in-line with the National Curriculum Programmes of Study and to evaluate schemes of work, updating as necessary.
- Writing, developing and evaluating the Progression Document, Action Plan and SEF for music, ensuring progression, according to short, medium and long term plans.
- Carrying out learning walks and observations in EYFS, KS1, KS2 and instrumental lessons, to ensure high quality provision.
- Carrying out pupil conferencing to ensure that children have ownership and knowledge of their own learning.
- Working with stakeholders to develop and support provision for additional music opportunities.
- Ensuring all pupils are included and are kept safe during music lessons, instrumental lessons, clubs and out-of-school events.
- Ensuring resources are available to enable teaching in the classroom, clubs and instrumental lessons, and to bid for internal budgets and external funding, to close any gaps.
- Liaising with SLT and the Music Governor, regarding developments in Music.
- Attending relevant CPD opportunities, ensuring keeping up to date with government initiatives and changes.

The Music Coordinator ensures that all objectives in the National Curriculum are covered through the academic year by referring to, and planning from the progression document. The planning process for Music is:

- Long term plans for the year show the topics that will be taught throughout the year. They give a number of weeks for the duration of the theme.

- Medium term plans for each topic show the relevant National Curriculum objectives and sequence of learning for each topic. Topic content and assessments are planned using the progression document and this information is then used on the year group Routeway for each half term. Parents and carers are informed of the upcoming topic through a Parent and Carer Letter, which allows parents and carers to support their children and become involved in their learning.
- The music coordinator meets with relevant Heads of Year, teaching staff and HLTAs to ensure lessons are understood and delivery is effective. Lessons are engaging and taught using high quality resources from the Charanga scheme. On the Progression Document, the links to the National Curriculum are clearly labelled, along with previous knowledge.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

In Music, lessons can be adapted based on prior musical learning. Examples include a range of different easy to difficult parts for performing, with the option of moving on to the more difficult parts; learning and joining in with the chorus of a song and humming or lah-ing the tune of the verses; and listening mats – loud/quiet/fast/slow responses; to sentence starters for describing pieces of music using the inter-related dimensions of music for the G&T pupils.

The school offers additional music lessons with peripatetic teachers and these are chargeable to parents and carers. If a child is in receipt of Pupil Premium, the school will use this funding to support a child when requested.

Assessment

Each foundation subject has objectives set out by the National Curriculum. Children demonstrate their ability in Music in a variety of different ways.

Teachers use a range of formative assessments to assess including: immediate verbal feedback during the lesson, targeted questions to different children, recap starters and plenary activities and self/peer reflections during evaluations. Teachers also use summative assessments twice a year based on the Progression Document and the learning outcomes for each lesson. Children achieving all objectives in depth and detail will be noted as working above the end of year expectation and marked on Arbor as Secure. Children completing all objectives to a satisfactory degree will receive a working at statement and recorded on Arbor as On-Track. Children not achieving the objectives will be assessed at 'working towards' the end of year standard and recorded on Arbor as not on-track. Teachers will use a range of evidence for judgments. The assessments are collated by the Curriculum Coordinator.

Additional Music Opportunities

Opportunities to learn an instrument are offered to all pupils from Foundation onwards. These lessons are taught by visiting instrument specialists, peripatetic teachers, and are organised and monitored by the music teacher/coordinator, through learning walks and conversations with the teachers. Currently the school offers: recorder, keyboard/piano, drums, violin, guitar, flute and trumpet lessons additionally to the in-class music lessons. The school also offers a choir club for children in Key Stage 2. Additionally children in Year 6 are receiving whole class steel pan lessons as provided by Leicestershire Music.

Pupils are encouraged to perform to their classes, in assemblies and to the wider school community at school events, such as the Christmas Fayre. They are also encouraged to bring their instruments to their music lessons, when applicable, so they can use them in composing and performing work.

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan. Learning walks take place throughout the year in FS, KS1 and KS2 and are led by the Music Coordinator and can be accompanied by either SLT or the music governor. Verbal feedback is given to the staff observed, with a written record typed and saved. Check-ins are made with external teachers to ensure that music provision is of a high standard.
A review of the Action Plan for music takes place at the end of each term, to ensure the following terms actions are still applicable and can be developed or implemented.

School Closure
In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lessons to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Creative and expressive art, through the form of videos and pictures, will be encouraged. Children will be encouraged to use resources around the house as well as outside to creatively express and achieve their learning objectives.
Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. The previous year's objectives will be reviewed to see if the children have covered them in enough detail. If not, they will be taught in their current year group. Objectives that were unable to be covered at home (for example due to lack of resources) will also be continued and taught when the school reopens.