

Music Policy



Subject Leader Mrs A Rosamond	Date of policy 09/09/2025	Renewal date 09/09/2026
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Music Policy

Aims and objectives

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. 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 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 music teaching 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.
- 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.

Teaching and learning style

At Netherton J & I 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 children to listen and to 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 them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also begin to teach them musical notation and how to compose music in different ways.

We recognise that there are children of widely different musical abilities in all classes, so we 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 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);
- providing resources of different complexity depending on the ability of the child;

- using teaching assistants to support the work of individuals or groups of children

Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service and Netherton school has chosen to participate in the programme. Parents who want their children to participate in the scheme will be loaned a musical instrument wherever possible. They parents must also pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, including the guitar, strings, piano, woodwind, brass, singing or percussion. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons from which children are withdrawn for the duration of the instrumental lesson.

Wider Opportunities

Children in Key Stage 2 have the added opportunity to take part in the Local Education Authority's 'Wider Opportunities' programme. This involves larger groups of children having access to music teaching as part of their curriculum. We currently offer Ukulele to all year 5 children.

Music curriculum planning

Our school uses the National Curriculum as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the children study in music build upon prior learning. We use Charanga and Sing up as our main resources and scheme for music throughout Early Years and KS 1.

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school. KS2 use 'Fit Beat' Charanga and Wider opportunities as their music provision . Music in JKS 2 is led by Phil Needham, Head of Wakefield music hub.

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.. Sometimes the children study music topics in conjunction with other subjects, particularly at Key Stage 1. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum.

The medium-term plans, which we have adopted from the national scheme, give details of each unit of work for each term. Currently, these are mainly taken from Charanga. The music subject leader is responsible for reviewing and monitoring these plans.

The class teacher follows the weekly plans, which list the specific learning objectives of each lesson. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis. Wherever possible, the music lead will teach music sessions in different year groups.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.
- Increasing the ability to listen and appraise different styles of music.

Early Years

We teach music in Early Years as an integral part of the topic work covered during the year. As Early Years 2 is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. We also use Charanga as a base for planning. 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.

Inclusion in Music

At Netherton School we teach music to all children, whatever their ability. 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 progress. We do this by setting suitable learning challenges and responding to each child's different needs.

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. This ensures that our teaching is matched to the child's needs.

Children who are perceived to be Gifted and Talented in Music are encouraged to learn an instrument if they do not already do so, join in with school music opportunities and also access out of school music groups such as Authority music centres and the Wakefield Youth Choir.

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, for example, a musical festival at another school, or making a visit, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

Music lead and Head of Wakefield music hub assess children's work in music by making informal judgements as they observe them during lessons. Snapshot lessons are also used as assessment tools as is recording performances at the beginning and end of units. At the end of Autumn term 2 and Summer term 2, the teacher makes a summary judgement about the work of each pupil in relation to the Unit covered and records these the school tracker.. We use this as the basis for assessing the progress

of the child. Use is also made of tape recordings, photographs and video where applicable. These are uploaded onto YUMU, which is part of the Charanga platform.

Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store. A supply of good topic books is being built up in the Library.

The school choir and 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. We currently have one main KS2 school choir, and a Key Stage 1 choir as an after school club once a year. 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, for example at the Christmas concert, or as part of themed curriculum evenings and school productions. We also take part in Young Voices each year and perform around the community at different events. All musicians get the chance to perform to their parents at the annual music concert.

Monitoring and review

The music subject leader is responsible for the coverage and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The music subject leader is responsible for giving the headteacher an annual audit in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. This forms the basis for the music development plan, which is checked by the Wakefield Music Hub. The music subject leader has samples of children's work and visits classes to observe teaching in the subject within the SDP Cycle for development.

This policy will be reviewed every two years.

Signed: Mrs A Rosamond

Date: September 2025