



Aspiration and Achievement for All

Music Policy 2025

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16th June 2025

Music Policy

The subject leaders for music are Mrs Bright (New Road Primary and Nursery School); Mrs Bradshaw (Park Lane Primary and Nursery School).

Introduction

“Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase self-confidence, creativity, and a 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.” Music 2014 Curriculum

Aims and Objectives

We recognise our responsibility to provide an environment in which all children, irrespective of gender, age, ethnicity, socio-economic and cultural background, can participate in musical activities.

Our aims are:

- To facilitate children’s learning, for them to gain confidence and competence through an active involvement in listening, evaluating, singing, learning a musical instrument, performing, composing and using musical technology.
- To ensure every child can access the music curriculum considering each child’s individual needs and achievement.
- To extend and develop pupils’ awareness and understanding of traditions, idioms, and music styles from a variety of cultures, times and places.
- To ensure that there are appropriate opportunities for each child to continue learning and developing their musical skills to the next level of musical excellence.
- To understand and explore how music is created, produced, and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations.
- **Objectives:**
 - To foster awareness and an enthusiasm for music in a modern world that is multi-cultural and technological.
 - To experiment with and reflect on the creative and re-creative process.
 - To provide a broad, rich, and balanced music curriculum which will raise and celebrate the achievement of all children.
 - To encourage ongoing links with musicians from outside agencies.
 - To adequately resource music and explore cross-curricular links where appropriate.
 - To explore how sounds are made and can be organised into musical structures.
 - To show how music is produced by a variety of instruments.
 - To teach how music is composed and written down.
 - To develop the interrelated skills of composition, performance and listening.

Wider Opportunities

We aim to provide a broad and rich music curriculum which all children are entitled to. During a child’s time at school, we aim to provide them with opportunities to:

- Experience performing in a large concert venue.
- Experience First Access Whole Class Instrumental Programmes.

- Take part in a project which spends a concentrated amount of time in developing singing skills.
- Listen to groups of musicians, showing a range of different types of classical instruments, and have the opportunity to have a 'hands on' session with the instruments.
- Experience musical styles from a multi-cultural world.

Clubs

We feel that to fulfil, support, deliver and encourage a broad rich creative experience, extra curricular activities need to be provided. The enthusiasm, talent, staff skills and commitment determine the extra curricular activities.

Music Curriculum Planning

(Please also refer to the School's Curriculum Policy)

We use the national curriculum for music as the basis for our curriculum. Our curriculum planning is in three phases (long-term, medium-term, and short-term). Revising and consolidating skills helps children to build upon prior knowledge before introducing new vocabulary and challenge. Provision for music activities is part of the overall topic planning completed for each class termly.

The subject leader for music oversees the curriculum coverage and ensures that requirements are met. We plan the topics in music so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through the school.

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for music.

Curriculum Overview

The award-winning music scheme Charanga has been carefully chosen to ensure that all children are given the opportunity to cover the music national curriculum. Charanga gives staff high quality planning to follow as well as a list of key vocabulary for each Key Stage and a set of interactive resources available on the whiteboard. Therefore, ensuring that both musicians and non-musicians have the confidence, professional knowledge, and tools to deliver exciting and progressive music lessons. Charanga is a flexible scheme which allows staff to differentiate where appropriate for all needs and its specific SEND curriculum allows for more personalised teaching where necessary.

We have adapted the Charanga scheme to suit the needs of our children by incorporating an 'I do, We do, You do' approach to teaching. The scheme has been carefully adapted for all year groups (EYFS, KS1 & KS2) to ensure that as children progress through school, they develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical ability.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS		Me		Our World		Big Bear Funk
Year 1	Rhythm in the way we walk and Banana Rap		In the Groove		Your Imagination	

Year 2		Listen and Appraise Ho, Ho, Ho...		I Wanna Play in a Rock Band		Friendship Song
Year 3	Glockenspiel Stage 1		Three Little Birds (Reggae)		Bringing us Together	
Year 4		Mamma Mia		Glockenspiel Stage 2		Summer- Stop!
Year 5	Livin' on a Prayer		Make you feel my love		Fresh Prince of Belair	
Year 6		Happy – Pharrell Williams		Don't stop believing		Music and Me

Teaching

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

Assessment for Learning

Assessment for learning will be carried out informally throughout every lesson, and in line with the whole school assessment policy; work from each unit of work will be assessed against the Unit learning objectives. Formative assessment will be carried out by performance, response to activities and questioning. Evidence will be collected by: photographs, performance recordings, and keeping graphic work in year group portfolios.

Monitoring and Review

The music subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in music lessons. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for music in the school.

After monitoring the available evidence of learning or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required. This policy will be reviewed at least every two years

Review of the Policy

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.