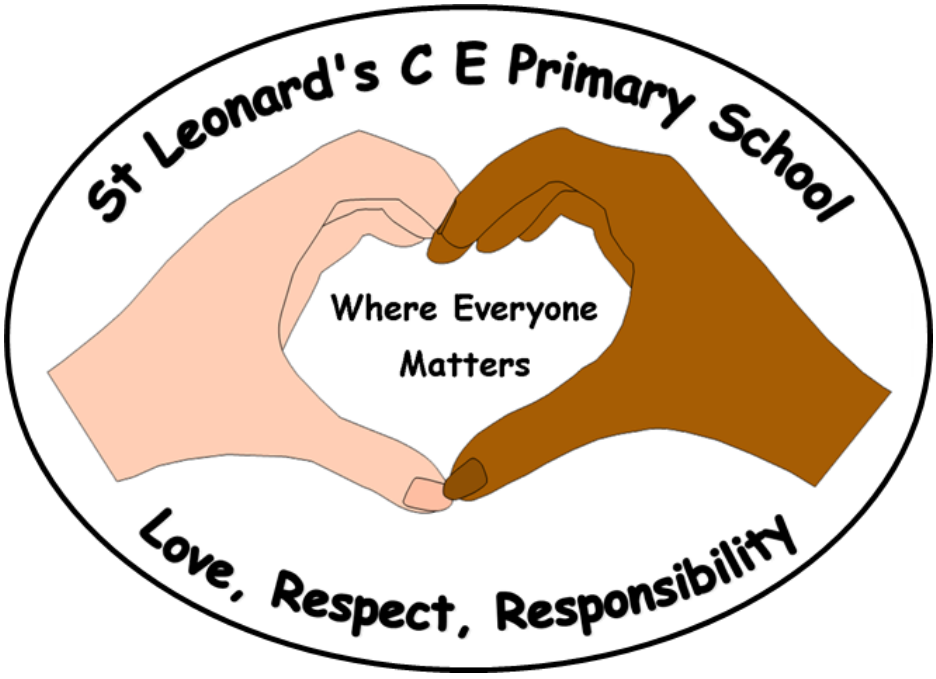
Music Policy



Approved by:	**Full Governing Body**
Date:	**January 2026**
Next review due by:	**January 2028**

“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination…”- Plato

“Music expresses that which cannot be said and on which it is impossible to be silent.” - Victor Hugo

St. Leonard’s is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for “Life in all its fullness” and our core values of Love, Respect and Responsibility.

At St. Leonard’s Church of England School, we believe that teaching and learning in Music is important because it allows children to express themselves and explore the world around them. Music is a powerful tool in allowing children to develop independence, confidence and team-work skills. It is an important tool in supporting and exploring the mental health of our children and adults.

Music is enjoyable but it can also be a challenging, cross curricular subject; it incorporates mathematical and scientific skills.

Aims:

The school’s aim is to provide a music curriculum which will enable each child to reach their full potential in learning in music, through investigating and making, through research and the development of skills and through their evaluation of their own music and that made by others. To achieve that aim, the school plans a range of activities in music which provide opportunities, as required by the National Curriculum for music, for pupils to:

- Perform and create music using a range of tuned and untuned instruments (including singing) at the appropriate level.

- Develop listening skills that allow children to review and evaluate a range of music across a range of historical periods, genres and cultures.

- Understand and explore how music is created, produced and communicated. This will include use of appropriate terminology.

At St Leonard’s we also aim to:

- Develop the understanding that music can be a social or personal activity.

- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.

- Promote an enjoyable musical curriculum for all children in the school with relevant differentiated experiences.

- Develop children’s ability to observe and respond to the world around them through the use of a wide variety of instruments and musical recordings.

- Through the encouragement of listening to instruments or music for a variety of different reasons, develop children's listening skills.

- Develop children's discussion and negotiating skills through working with other children on a given task.

- Celebrate the value of children's work through recording and performing their work.

- Recognise ways in which ICT skills may be developed within the Music Curriculum and used to enhance the children's musical experiences.

- Use music to support the School's spiritual and religious work.

Curriculum :

Children undertake a balanced curriculum that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through music, children learn a range of music-specific techniques, genres (including historical and cultural), resilience in learning, independence and team building skills.

At St. Leonard's C of E Primary School, music is taught using a mix of Kapow (to support non-specialist teachers) and specialist teacher planning. Children get the chance to learn at least one musical instrument during their time at St Leonard's. Our curriculum is carefully planned to engage and excite all our learners. Our long term and mediumterm plans map out the themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.

Early Years :

During the Early Years, young children will be given the opportunity to explore Music through a range of mediums. Children will have access to a range of materials that they can make sounds with. Children will be exposed to a range of songs, chants, rhythm and rhyme as part of their development towards Early Learning Goals. In order to nurture their creativity, children will be encouraged to develop their own creative ideas using equipment and opportunities provided by the adults.

Nursery and Reception teachers plan quality learning opportunities for music using the Early Years Curriculum. There is an emphasis on independence and self-initiated learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to the planned learning experiences.

Key Stage 1 :

As the children progress through Key Stage 1, they will learn to:

- use their voices expressively and creatively during music sessions and other areas of the curriculum.

- use a range of instruments to create and perform music.

-listen with increased concentration and understanding to a range of music

-experiment with, create, select and combine sounds. In Key Stage 1 pupils will be taught:

- To use their voices to sing songs, speak chants and rhymes.

- To give simple performances and experiment with sounds on a range of instruments

- To develop listening skills that allow them to explore a range of music

Key Stage 2 :

Children's creative development in Key Stage 2 should build upon their experiences at Key Stage 1. It is important that the knowledge and skills in Key Stage 1 are extended and developed in Key Stage 2. By the time our children reach Upper Key Stage 2, we aspire to equip them with the skills and confidence to develop their own ideas and adapt them as they progress. The majority of children will be able to use their acquired skills safe in the knowledge that ideas are valued and appreciated by the adults who are providing the scaffolding on which to create music.

In Key Stage 2, pupils will be taught:

-to develop musical understanding by developing techniques and composition skills.

-to play and perform in a solo and ensemble context

-to use their voices and musical instruments with increasing accuracy, fluency, control and expression. All children are given the opportunity to learn a musical instrument in KS2.

-improvise and compose music for a range of purposes using the inter-related dimensions 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.

The role of the music leader :

The music leader will:

• Promote music

• Review regularly the school's music LTP & MTP plans and policy, to ensure that they meet the requirements of the National Curriculum, and that they are accessible to all staff, and to

ensure that they are modified to reflect any changes, for example new resources or expertise, within the school.

• Be a source of reference for colleagues, and ensure that they are aware of new developments in music, including any cross-curricular links that could be used.

• Keep up to date on developments in the teaching of music and attend professional training when appropriate.

• Monitor continuity and progression in music, by consulting with colleagues and observation of pupil's work

• Monitor the provision of resources for music.

• Monitor the balance of gender, race and ethnicity of key musicians selected across the school.

• Have an overview of teaching music in the school to ensure that there is no significant omission or unnecessary repetition of subject coverage.

• Lead training to support the teaching of music, as well as the development of a scheme of work that uses both Kapow and other resources and ideas.

• Give guidance on procedures for assessment and recording consistent with the school's assessment policy.

Assessment :

At St. Leonard's C of E School, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation, where appropriate. The assessment of children's music work is on-going to ensure that understanding is being achieved and that progress is being made towards the learning objectives. Monitoring takes place through observing children's performances within the class and also during whole school performances (EYFS nativity, KS1 Christmas performance, LKS2 production, Year 5 Harvest festival, Year 6 end of year performance, whole school singing assemblies).

Differentiation :

The teaching of music needs to take into account the varied abilities, attitudes and individual needs of the children. Music lessons can be differentiated by outcome. However, if a skill or activity is deemed inappropriate for a child or group of children, alternatives will be planned which best suit their needs.

Children who are particularly talented should be identified and provided with opportunities to extend and develop their skills (More Able).

Use of I.C.T. :

In UKS2, children will be taught how to use Garage Band on the ipads to create a piece of music inspired by a chosen genre of music.

Planning and allocation of time :

As an integral part of school life, music is embedded in the school's ethos and planning mechanisms. It may be taught discretely or may form part of a wider topic approach. Music time is managed effectively and creatively allowing pupils sustained time for some work. This includes cross curricular projects which can be blocked or allocated time on a weekly basis.

Each Key Stage has a performance to parents planned in. During this time, music lessons may be focused on learning performance songs and performance skills. The school will also seek opportunities to enhance learning in music; for example, by arranging visits to performances. We may invite musicians into school to provide children with experiences which augment their learning. Children are encouraged to participate in extra-curricular activities, and currently there is a choir available to KS2 pupils.

Equal opportunities/ special educational needs :

Children with special needs have equal access to resources and materials. Activities are differentiated to ensure the needs of pupils are best met. Work produced by all pupils is valued and celebrated through display, assemblies and class activities. Children who show particular aptitude are identified, encouraged and given opportunity to flourish. All children are encouraged to produce work to the best of their ability.

Spiritual, moral, social and cultural development :

The teaching of music offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and feelings about their own work and the work of others. Their teamwork and listening to others in music helps them to develop a respect for the abilities of other children and encourages them to collaborate and co-operate across a range of activities and experiences. Children learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different periods of time, cultures and religions through their work on famous musicians.

British Values:

The Music curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them by participating in musical and creative activities.

• We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within music.

• Children are encouraged to question and explore music, whilst maintaining tolerance and respect for the views and beliefs of others.

• Children are encouraged to form an opinion but also to listen and consider other people's thoughts.

• Children have the opportunity to work independently and as a team, to build resilience and self-esteem through tasks, sharing ideas and resources, peer-assessment and encouraging students to support each other.

• British music is promoted across the school through discussing, working in the style and using the techniques of a wide variety of musicians.

Review procedures :

The school's music policy will be reviewed bi-annually and/or when:

• There has been a significant change in staff or pupil intake

• There have been changes in National Curriculum requirements

• New information has been made available affecting an aspect of the policy, e.g. health and safety