



Music Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 01.02.2023

To be reviewed: Spring 2026

Music is a moral law. It gives soul to the universe, wings to the mind, and life to everything... Without music, life would be an error. (Plato)

Aims and objectives

Music is a unique way of communicating that can inspire and motivate pupils. 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 pupils to better understand the world they live in. It also plays an important part in helping pupils feel part of a community. We provide opportunities for all pupils to compose perform and appraise music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

In line with the National Curriculum for Music, in our school we aim to ensure that children:

- Sing and use their voices individually and in a group;
- Create and compose music on their own and with others;
- Use technology appropriately when composing;
- Have opportunities to learn a musical instrument;
- Understand and explore how music is created, produced and communicated;
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions;
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work;
- Make judgements about the quality of music;
- Have opportunities to play a wide variety of instruments;
- Have different opportunities to take part in performances.

Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) aims for all children in nursery to:

- Sing a large repertoire of songs;
- Listen with increased attention to sounds;
- Respond to what they have heard, expressing their thoughts and feelings;
- Remember and sing entire songs;
- Sing the pitch of a tone sung by another person ('pitch match');
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs;
- Create their own songs, or improvise a song around one they know;
- Play instruments with increasing control to express their feelings and ideas.

Teaching and learning style

At Barleyhurst Park School we make music an enjoyable learning experience. We encourage pupils to participate in a variety of musical experiences through which we aim to build up the confidence of all pupils. Singing lies at the heart of good music teaching and focuses on developing the pupil's ability to sing in tune and with other people. Through singing songs, pupils learn about the structure and organization of music. We teach them to listen to and appreciate



different forms of music. As pupils get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Pupils develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognizing pulse and pitch. We often teach these together. We also teach pupils to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes pupils have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all pupils 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 matched to ability and can have a variety of responses.
- Setting differentiated tasks of increasing difficulty.
- Providing resources of different complexity, depending on the ability of the pupil.

Music curriculum planning

Our school uses the national scheme of work for music supported by the Music Express Programme as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the pupils study in music build upon prior learning. While there are opportunities for pupils of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the pupils are increasingly challenged as they move through the school.

We carry out the curriculum planning in music in 3 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 in conjunction with teaching colleagues in each year group. Sometimes the pupils 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 and Model Music Curriculum.

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 pupil's music-making.

Progress in music requires pupils to develop musically across 3 pillars:

1. Technical (controlling sound using instruments, voice or with music technology-use a communication system such as staff notation)
2. Constructive (knowledge of the musical elements/ components of a composition)
3. Expressive (musical quality, creativity and musical meaning across the world and time)

Music Provision

Pupil's knowledge skills and understanding are developed across the following areas:

- Controlling sounds through singing and playing - performing skills;
- Creating and developing musical ideas - composing skills;
- Responding and reviewing - appraising skills;
- Listening and applying knowledge and understanding.

Additional music provision

- Weekly KS1 and KS2 singing practice;
- Termly musical productions;
- Wider opportunities for guitar or drum lessons for Year 4;



- Specialist visitors to enhance the creative curriculum

Music and inclusion

Pupils' needs are addressed through carefully planned learning opportunities using appropriate resources. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented; English as an Additional Language (EAL).

Assessment for learning

Teachers use formative assessments to measure progress against the key objectives, and to help them plan for the next unit of work.

Resources

Musical instruments are stored in a specialist area designed specifically for the teaching of music. Resources can be taken to classrooms when required. Other resources (flash cards, posters, long and medium-term planning etc.) are saved in the shared drive.

Monitoring and review

The music Subject Leader is responsible for the standard of pupil's work 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 music in school. The Subject Leader is responsible for giving the headteacher and governors an annual summary report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.