

## Music Policy

This policy was approved by Governors on 3<sup>rd</sup> July 2025 and will be reviewed annually.

### 1. Introduction

Music is a foundation Subject in the National Curriculum. This policy outlines the purpose, nature and management of the music taught in our school. At Navenby Primary School, the pupils will gain a firm understanding of what music is through **listening, singing, playing, evaluating, analysing** and **composing** a variety of musical genres.

**1.2** The school policy reflects the consensus of the whole teaching staff and has the full agreement of the Governing Body.

**1.3** The implementation of this policy is the responsibility of all teaching staff.

### 2. The Nature of Music

Music is a practical, creative subject, which can be of benefit to all children in developing imagination, the ability to listen attentively and the ability to express personal thoughts and feelings. Recent research also indicates that making music “exercises” the whole brain and mind, strengthens synapses in all brain systems and increases the brain’s capacity and resources by increasing the strength of connections among the neurons. (Hannah, Geoff @www.pionet.net)

**2.2** Our main aim is that all children have access to and enjoy music. We believe in encouraging children to learn music by first hand experience. Their involvement in musical activities enriches children’s own lives as well as that of the life of the school and wider community. In line with our new curriculum, the children will be given the opportunity to listen and respond to a range of musical genres and will be exploring ‘modern day’ musicians and groups as well as classical composers.

**2.3** The objectives 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.

### 3. Entitlement

**3.1** All children will be taught the necessary skills and knowledge as outlined in the Programmes of Study in the National Curriculum for Music. All teaching should ensure that **listening, and applying knowledge and understanding**, is developed through the interrelated skills of **performing, composing** and **appraising**.

In the **Foundation Stage** the children sing simple songs from memory, for example humming the tune to their favourite pop song or singing the chorus of the song. They begin to experience rhythm by tapping or clapping out repeated patterns. They explore and recognise how sounds can be changed and match their movements to music.

**During Key Stage 1** pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of compositions, with increasing confidence, imagination and control. They explore and enjoy sounds and silence and can create different moods and effects.

**During Key Stage 2** pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They use and understand musical notations, and explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

**In all key stages**, it is expected that music is used to enhance the entire curriculum, as appropriate.

**3.2** As they progress through the school, all pupils have the opportunity to:

- 1) Sing regularly in class and in assemblies
- 2) have tuition in learning to play a musical instrument in a whole class setting
- 3) join in extra-curricular musical activities, for example choir and band.
- 4) Have an introduction to ICT and music/ musical programmes.

#### **4. Implementation**

The following basic areas of musical activity outlined below will be given equal weighting in each term and will, wherever possible, be related to topic studies:

- 1) Performing (including singing and using instruments)
- 2) Composing (organising sound and silence)
- 3) Listening and appraising.

Every term, a unit is taken from the National Curriculum guidelines for music, which is then modified and/or added to for the individual needs of the class. For each term, teachers plan music to extend and enhance the learning in the topic area for that term. Where music is taught by specialist teachers (e.g. during PPA time), the content of music lessons is agreed between class teachers and specialist teachers.

Particular units are covered by separate year groups, which form the long/medium term planning.

The short-term planning and delivery is the responsibility of each class teacher for his/her own class. When aspects of music education are delegated to a specialist teacher, it is the responsibility of the class teacher to work with the specialist teacher during the planning stage, be aware of lesson content, to follow-up pupils' acquisition of musical skills across the curriculum as appropriate and, with the specialist teacher, to share in the evaluation of progress of individual children within the class.

Children will be given opportunities to listen to, and discuss, the historical context of music from all over the world in our annual 'History of Music Day', where each class will have a particular focus/genre to explore within and throughout the decades.

The musical **elements** of pitch, duration, timbre, texture, dynamics and structure is progressively introduced, discussed and understood. These elements have been fed into our progressive vocabulary list

for each year group on the 'Music Overview'. Children are encouraged to devise and recognise appropriate signs to aid composition and arrangements. A range of musical notation will be introduced.

Music is taught as a separate subject, although skills acquired will feature across the curriculum. Teachers plan sessions of approximately 30-60 minutes music teaching per week or in blocks that suit their class timetable.

Teachers are able to make use of *Music Express* [there is a book for each year group, including the Foundation Stage] and Twinkl music resources (of which we have a whole school online account) to help plan music lessons. A variety of CDs and recordings, *ICT* programmes [e.g. Garage Band and Audacity], internet websites [e.g. *YouTube*, *Singup.org*] and resources are also available for staff to use.

Children are taught in their normal class group usually by their class teacher. In some circumstances it can be taught by specialist teachers or teaching assistants with suitable skills and experience.

The school buys in some peripatetic music support from the Local Authority Music Support Service. The visiting instrumental teachers teach groups of four or less and the cost of tuition is shared equally between the children taking part. Most teaching is provided during the school day and lessons missed may need making up. A full half term's notice must be given from parents of those children wishing to cease lessons.

Musical activities within the classroom are planned to encourage full and active participation and enjoyment by all children irrespective of ability.

There are opportunities to practice skills and extend musical talents as well as for children to develop skills and knowledge in music. Children's music may be recorded at any Key Stage for assessment.

**4.1** Value and consideration is given to music from all cultures.

**4.2** All children are taught the safe and appropriate use of equipment, including keyboards, CD players and iPads (which use mains electricity). Children are taught how to handle instruments correctly and are expected to treat all instruments with care.

**4.3** Musical instruments are stored safely and are kept in an open resource area in and around the Alice Hales Studio: this is readily accessible to staff and pupils.

**4.4** All pupils have the opportunity to take part in music performances. For example, singing, playing pitched and percussion instruments to their class, key stage, or whole school [such as the Christmas Nativity] and to wider audiences at services in St Peter's Church, Navenby – eg Harvest, Christmas Carol Concerts, Easter, Leavers' Service and occasionally, concerts/workshops at other venues or through specialist visitors brought in to the school.

## **5. Impact**

Assessment is based on musical progression over time. Sound (audio/video) files can be used as evidence where necessary.

## **6. Background Documentation**

This policy was informed by:

- reference to the non-statutory Model Music Curriculum March 2021
- guidance from the Lincolnshire Curriculum Service
- research

**7. Review**

The Headteacher and staff will review this policy in the Summer Term 2026

Policy Approved: Full Governors meeting 3<sup>rd</sup> July 2025

Signed:

Chair of Governors: ..... Mrs H Jerstice

Head teacher ..... Mr C Elliott