



Birchington CE Primary School

Music Policy

LEARNING AND GROWING; SAFE IN GOD'S LOVE

Music is a unique form of communication and is an important part of the diverse cultures within our society. It provides a meaningful channel to help children understand themselves, relate to others and explore the wider world.

At Birchington CE Primary School we strive to promote a real enjoyment of music and aim to deliver high quality music teaching, which supports and encourages all children to flourish and achieve their full potential from their unique starting point. Our approach to this subject area, as with everything at Birchington CE Primary stems from our school's Christian Vision.

Intent

Introduction

The purpose of this document is to outline the teaching of our Music Curriculum which is in line with the National Curriculum (2014) expectations. It has been written with careful consideration of the practice that can be seen across the school.

Overview

As a Church of England school, we have created an aspirational Music curriculum that is engaging, balanced, inspiring and specific to our pupils and their local area. It also celebrates a diverse range of musical styles from around the world. Every child has the opportunity to develop the musical skills and values they need to become a successful and fulfilled member of society, giving them the confidence to make a difference. Through our Christian Vision and School Values, we are committed to developing each child's unique potential by focussing on the 'whole' child and stimulating their curiosity and interest in Music. Our pupils reach their best academically, develop a thirst for knowledge, foster a love of learning and leave our school ready for their next phase. We strive to deliver wide and varied learning experiences both within and beyond the classroom. We will teach towards the National Curriculum (2014) requirements for music through the use of Kapow scheme of work encouraging every pupil's success. Quality first teaching provides opportunities for pupils to flourish and be successful in a safe and calm environment.

Aims

At Birchington C of E Primary School, we aim to:

- *enjoy listening and making a wide range of music from different times and cultures*
- *perform and sing with confidence and enjoyment*
- *develop composition and appraising skills*
- *develop a musical vocabulary with which to evaluate the music listened to*
- *provide a range of musical opportunities, including learning a musical instrument, partaking in music clubs and performing in our local community*
- *encourage awareness, enjoyment and appreciation of Music in all its form.*
- *develop imagination and creativity*
- *help children of all abilities develop positive attitudes and to experience success and satisfaction in music*
- *offer opportunities to perform, compose, listen and appraise*

Implementation

Our school uses the Kapow scheme of work to help teachers plan a curriculum which is designed to meet the requirements of the EYFS Framework and National Curriculum Programmes of Study. It is tailored to the needs of our pupils and school community. This aids teachers in their planning to ensure they are teaching the correct skills and concepts and that National Curriculum objectives are being met. Curriculum implementation in Music gives purpose for children's learning. Our pupils are provided with musical opportunities that develop key music skills and knowledge, which can be used in the next stage of their school journey and in life. Our Music curriculum is designed so that its implementation gives children opportunities to develop their substantive and disciplinary knowledge and reach specific end points that can be assessed effectively. Pupils of all abilities are challenged and supported appropriately. There is also flexibility within timetabling so Music can be taught weekly or in blocks.

Objectives of the Music Curriculum

We have thoroughly explored the research to create a well sequenced and progressive curriculum incorporating the key concepts children need to be confident in musical processes. The key concepts in music we plan a progression for, are as follows:

- *Performing*
- *Composing*
- *Appraising*

Early Years Foundation Stage:

Musical learning can be found within 3 key areas of learning of the Foundation Stage Curriculum Framework: Communication and Language; Physical Development; and Expressive Arts and Design.

In Reception, the objectives are the following:

Communications and Language:

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development:

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Expressive Arts and Design:

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage 1 and 2

Children are taught a range of knowledge and skills in both Key Stage 1 and Key Stage 2. By the end of each Key Stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 1:

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- Play tuned and untuned instruments musically;
- Listen with concentration and understanding to a range of high-quality live and recorded music;
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Key Stage 2:

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- Improvise and compose music for a range of purposes using the interrelated dimensions of music;
- Listen with attention to detail and recall sounds with increasing aural memory;
- Use and understand staff and other musical notation;
- 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.

Classroom Approach

Music is taught throughout the school, focusing on the expected key elements. While we teach music as a discrete lesson, we also give our children the opportunity to enjoy and recognise links with other musical opportunities within their overall school experience.

In Reception, the children experience music throughout their day. They have access to the use of the Kapow scheme of work where they feel appropriate, as well as providing a variety of adult-led and child-initiated activities delivered through planning and play, whereby all the musical learning is focused around nursery rhymes and action songs. They take every opportunity where possible during the day to listen to and participate in musical experiences. The Reception classes also perform the Christmas Nativity, which includes a range of musical activities for all children to be involved in.

To enable our children to meet the intentions of the Music Curriculum, in Key Stages 1 and 2, music learning is delivered through the Kapow scheme of work. This scheme provides teachers with lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression and engaging and exciting whiteboard resources to support every lesson. The scheme supports all the requirements of the National Curriculum. In line with the curriculum for Music and guidance from Ofsted, this scheme allows for an integrated, practical, exploratory and child-led approach to musical learning. Every lesson includes interrelated dimensions of music that weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Additional Music Opportunities

As well as music lessons in class, singing sessions take place weekly during Hymn and Worship whilst children are given the opportunity to listen to a range of music at the beginning and end of daily Collective Worship, and hymns and songs are sung regularly. Our Year 4 children are also given the opportunity to learn to play the recorder throughout the year by a specialised recorder teacher.

Outside of timetabled musical opportunities, our school offers children the opportunity to take up peripatetic music lessons of their choice, including drumming, keyboard, guitar, bass and vocal lessons.

'Rock Steady' lessons are also offered to our children, giving them the opportunity to take part in different band scenarios. As a result of these, we put on Music concerts and shows, inviting parents and carers to come and watch their children's musical achievements. In addition to this, Choir Club is also runs during the year to allow children of all ages to learn and sing different song. The choir are given the opportunity to perform in and out of school to a range of audiences. Pupils are also invited to a lunchtime club that allows them time to explore the musical instruments that we have in the Music Room and 'have a go' at exploring them. The purpose behind this is to give children the time to play and experiment with instruments that they may not have come across before, giving them the confidence to approach new musical instruments without worry and encourage children to participate in peripatetic lessons or music lessons outside of school.

We have a range of music equipment and resources that can easily be moved around the school; these are stored in the Music Room. There are also a number of tuned instruments and we have a piano in the hall and keyboards available for use.

Impact

The Leadership Team, Expressive Arts Hub, Music Subject Leader, teachers and teaching assistants all play different roles in ensuring our Music curriculum has maximum impact for every pupil. Leaders evaluate and monitor overall impact which is essential for our curriculum's continued development. Medium Term Plans are reviewed and adapted so learning is rich and engaging and teaching leads to high standards. Monitoring of impact is carried out in a variety of ways, including watching and feedback, learning walks and gathering 'pupil voice'. Planning and book scrutiny also assist Leaders

in targeting training, supporting colleagues and identifying next steps for improvement. Success is measured through summative assessment and the tracking of individual pupils and pupil groups within Music.

At the end of their cohort year, the aim is that most, if not all, children will have achieved age-related expectations in Music. Our expectations are that children will retain key skills and concepts that is pertinent to music and will have been provided with opportunities to foster their musical flare, encouraging them to use this as a form of expression. Through listening to a range of music, children will also have developed an appreciation and awareness for all aspect of musical traditions and cultures.

Assessment

Assessment takes place in line with the school's Monitoring and Assessment Policy.

At Birchington CE Primary School class teachers use regular and robust formative assessment to assess the children's learning in lessons, and to inform future planning. Throughout the year, class teachers are expected to review and update our Foundation Subjects assessment tool for Music which focuses on children being assessed against the key concepts in Music. At the end of each year, class teachers make a summative assessment of each child's attainment.

Children will be assessed in Music as the following:

- 0 - Working significantly below Age Related Expectations
- 1 - Working towards Age Related Expectations (WTS)
- 2 - Working at Age Related Expectations (EXS)
- 3 - Working Above Age Related Expectations (GDS)

Role and Responsibilities of Music Subject Leader

At Birchington CE Primary School, the Music Subject Leader has the responsibility of overseeing all aspects of music.

Main purpose

Play an active role as a member of the Expressive Arts Hub and also the Subject Leader for Music, taking lead responsibility for providing leadership and management to secure:

- High-quality teaching
- Effective use of resources
- Improved standards of learning and achievement for all

The duties and responsibilities including links with Reading, SEND and Safeguarding are laid out in the Music Subject Leader job description.

Inclusion

At Birchington CE Primary 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 we provide learning opportunities which enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. We enable pupils to have access to the full range of activities involved in learning Music and made adaptations where needed.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme.

Expressive Arts Hub reviewed: January 2026
Review Date: January 2027