

Hose Church of England Primary School



Music Policy

"Whatever you do, work at it with all your heart" Colossians 3.23.

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Updated: July 2024

Review: July 2025

Values

We give our children the chance to develop culturally, emotionally, intellectually, socially and spiritually so that they might prosper and flourish in all that they do.

The purpose of our curriculum at Hose Church of England Primary School is to open the door to the world beyond our village for our children. We aspire for our children to leave Hose full of knowledge and wonder for the world they live in and to be ready to take on challenges with confidence and pride. We believe that Music is a vital part of a well-rounded education, providing opportunities for creativity, self-expression and cultural understanding. Our aim is to develop a love and appreciation for music in all its forms, nurturing each child's musical abilities and fostering a sense of community. The 2014 National Curriculum for History sets out clear expectations for what should be taught. This policy outlines how History is taught and assessed at our school, in line with the expectations set by [Ofsted](#).

Aims and Objectives

At Hose Church of England Primary School, we aim to offer a balanced and broad curriculum which enables pupils to:

- Engage in a high-quality music education that engages and inspires all pupils.
- Develop a love for and appreciation of music from different traditions, genres and cultures.
- Develop their musical skills, understanding and confidence through a structured and progressive curriculum.
- Perform, compose and listen critically to a wide range of music, both independently and collaboratively.
- Promote creativity, self-expression and emotional well-being through musical experiences.

National Curriculum Aims

The National Curriculum (2014) for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Curriculum Provision

To achieve the aims of our curriculum, we have chosen to follow the Kapow Primary Music scheme. Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands are woven together to create engaging and enriching learning experiences. These 5 strands are as follows:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each 5-lesson unit combines these strands within a theme designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Teaching and Learning

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation. Lessons are hands on and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

In EYFS, the children have access to musical instruments to explore, experiment and perform with. Musical instruments are used in storytelling. Children listen to and comment on different types of music, to which they experiment with movement. They begin to use early vocabulary associated with music, such as loud and quiet or fast and slow. They sing songs, learn rhymes and perform poems.

Equal Opportunities

Each child is recognised as an individual in our learning community and adaptations will always be made to support every child to thrive. We will therefore adapt and ensure that:

- All pupils, including those with SEND, will have access to a broad and balanced Music curriculum.
- Music is taught in a way that respects and values the diversity of our school community and allows children to learn about life beyond the village's doors.
- Adaptive teaching approaches are utilised in all lessons to provide appropriate levels of support and to ensure all pupils can make progress.
- The curriculum is inclusive and accessible to all pupils, regardless of their background or ability.

Resources and Enrichment

- Maintain a well-equipped selection of musical instruments, suitable for different age groups.

- Access online resources and digital tools as part of the scheme to enhance teaching and learning in music.
- Work with music teachers as part of school musical offering to enhance practice.

Assessment and Feedback

- Regular formative assessment is used to track pupils' progress in musical knowledge and skills and support adaptive teaching.
- Verbal feedback will be specific, timely and actionable.
- ➔ Further information on assessment and feedback can be found in the Marking and Feedback Policy.

Monitoring and Evaluation

The Music Subject Leader is responsible for monitoring the quality of teaching and learning in Music, as well as the effectiveness of the curriculum implementation. This includes through the use of lesson visits, discussions with pupils and book-looks. Regular reviews of the curriculum ensure that it remains relevant, engaging and continues to fulfil the curriculum aims.

Summary of Expectations from Ofsted

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.