

Music Policy

October 2026

Version 1.3

Review date: October 2029

Version Control

Version	Date	Notes	Changes made by
1	November 2017		
1.1	October 2020 November 2020	Equality Statement added. Interrelated dimensions updated. EYFS - now birth to five years. KS1 lessons - 1 hour per fortnight. Scheme of work changed to reflect move from Music Express to Charanga. Cross curricular links edited. Approved at Progress and Attainment Committee meeting on 16.11.2020.	Fiona Smith
1.2	October 2023 July 2024 June 2025	Additional music session teaching removed. Approved by Subject Leader and shared with all staff. Noted as approved at Curriculum meeting 08/07/2024. Sustainability statement added.	Fiona Smith
1.3	October 2026 November 2026	Equalities statement updated. Sections updated: Musical Events, English and Mathematics. Approved by Subject Leader. Noted as approved at Curriculum meeting 16/11/2026.	Fiona Smith

Equality

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of gender, managing the needs of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

Sustainability and the Curriculum

We aim for our pupils to become passionate about their role in protecting the natural world. Our curriculum provides opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change. We support pupils to translate this knowledge across all curriculum areas into positive action.

Aims and objectives

Music is a unique way of communicating that can inspire and motivate children. 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 children to better understand the world that they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children to feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Our aims in the teaching of music are:

- To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians
- To learn to sing and 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

- To understand and explore how music is created, produced and communicated, including through the inter-related dimensions; pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Teaching and learning style

At Park Hill Infants' School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music together by improvising, to begin to understand musical notation, with signs and symbols and to compose simple rhythms.

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children 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 open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity, depending on the ability of the child; differentiate tasks according to individual needs;
- identifying any children who have a particular talent in this area and encouraging them to pursue this, for example by suggesting that they learn to play a musical instrument, join the choir or have the opportunity to perform in public.

Music curriculum planning

Music is a foundation subject in the National Curriculum. Our school covers the National Curriculum objectives through the use of 'Charanga', which is delivered by the class teacher once a fortnight. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

This progression has three aspects:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

'Charanga' is organised into half termly units spread over 6 weeks, which list the specific learning objectives and expected outcomes for each lesson. All Key Stage 1 classes teach a one-hour music lesson each fortnight and there is a twenty minute session a week in the Foundation Stage. Additionally, in KS1 children have a 30-minute weekly singing assembly where they are taught the skills of singing e.g. posture, breathing, timing.

The Foundation Stage

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception classis part of the Foundation Stage, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged birth to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. In addition to this, Foundation Stage teachers are also able to utilise the 'Charanga' scheme, tailor made for this age group.

The contribution of music to teaching in other curriculum areas:

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively. In the foundation stage, phonics is

taught through a multi-sensory approach including using phonics songs. They use specific musical vocabulary to describe dynamics, pitch, rhythm and mood.

Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music are mathematically based. Counting and number-based songs and rhythms help children consolidate these mathematical concepts also. 2D and 3D shapes, doubling and number bonds are also taught through songs. When composing children need to have the correct number of beats.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Music and ICT

Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children use computer programs as part of Charanga to compose music. They listen to music on the Internet, and they record their own compositions and improvisations. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use ICT to improve the presentation of their work and to record and present their musical pieces to peers.

Music and Inclusion

At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment for learning

Children demonstrate their ability in music in a variety of different ways. We assess the children's work in music while observing them during lessons. Older pupils are encouraged to make judgements about how they can improve their own work or suggest improvements that their peers may make, in a supportive way. We use teacher judgement, against National Curriculum objectives, as the basis for assessing the progress of the child, and we pass this information on to the next teacher at the end of the year.

Resources

There are sufficient resources for all music teaching in the school. We keep resources for music in a central store, with each class having regular access to a wide range of musical instruments and digital resources each week. An audit of musical resources regularly takes place.

Musical Events

We believe that music enriches the lives of people and so we involve all children in musical occasions such as Harvest Festival, Nativity Performances, Christmas Concerts, Summer-Time Dance and Arts Week which includes a Talent Show. In addition to this, we provide opportunities for children to see musicians performing live at Fairfield Halls and the Barbican Centre.

Monitoring and review

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- collaborates with teachers to provide new and exciting musical experiences
- gives feedback and advice to teachers on methods and strategies to help those achieving above and below the given objectives.

This policy will be reviewed at least every three years, or sooner if necessary.

Signed: _____

Print Name: _____

Date: _____