



Music Policy

Created/Revised:	June 2025
By:	Suzanne Meredith
Review Details:	Updates
Review Date:	July 2025
Approved by Governing Body:	June 2025



Village Primary School Music Policy:

Principles and Implementation

School Aims and Implementation

We endeavour to provide the best educational opportunities for the children within our care in a secure, happy and hardworking environment. Within this environment, we are committed to providing equality of opportunity, allowing all children to reach their full potential.

- For the Village Primary School to be a happy, caring school
- To offer an excellent, broad, balanced, rich and differentiated curriculum
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To foster good relationships with children and adults
- For parents to be positively involved in their child's education in a partnership
- To encourage a sense of PRIDE and RESPECT in our school
- To ensure that our children are happy, interested and confident enough to continue learning after they leave the Village
- To ensure that our children know how to be safe, and live a healthy lifestyle
- To ensure that our children understand how to be a good citizen

Rationale for Music in at Village Primary

Music is a powerful and unique form of communication that can change the way pupils feel, think and act; it brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and commercial, developing a sense of group identity and togetherness.

Aims

General

To ensure all staff, children, Governors and parents/carers are aware of the aims for learning and teaching Music, as set out in the subject guidance and that these are applied

School Staff

- To promote a confident, positive attitude towards the learning and use of Music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills, where relevant, across the curriculum.

Children

- To develop an enjoyment of learning through practical activity, exploration, discussion and performances.
- To develop confidence and competence in the skills of speaking and listening, singing, playing musical instruments and performing.
- To develop an understanding and appreciation of different types of music from around the world.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching Music.
- To attend and contribute to Teacher Consultation Meetings.
- To praise their children for the good things that they do in Music.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

Governors

1. To appoint a designated link governor who will:
- meet with the curriculum Subject Leader at least once a year to find out about;
 - a) the school's systems for planning work, supporting staff and monitoring progress;
 - b) the allocation, use and adequacy of resources;
 - c) how the standards of achievement are changing over time.

- Visit School and talk to pupils about their experiences of the curriculum area.
 - Promote and support the positive involvement of parents in the curriculum area.
 - Attend training and other events relating to the particular curriculum area.
 - Report jointly with the Subject Leader
 - a) for the School Prospectus;
 - b) to the governing body with recommendations, if appropriate, once a year.
2. To be understanding and supportive of our aims in learning and teaching Music and review the Music Policy annually.

Implementation of the Music Policy – The Charanga Scheme of Work

1. The Charanga Musical School Scheme provides teachers from Reception to Year 6 with week-by-week 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 and the Model Music Curriculum.
2. Charanga supports teachers within their medium-term planning as it has clear and progressive teaching units, which links to the National Curriculum for music and the Model Music Curriculum.
3. Charanga also supports teachers with their short-term planning as it has a clear weekly focus, which links to the National Curriculum for music and the Model Music Curriculum.
4. The framework provides each teacher with connected formative and summative planning and assessment documentation. The straightforward, intuitive, digital assessment procedure will assist teachers in creating an E profile of their class and individual pupils.
5. Teaching and learning is differentiated to best match the needs of the class or set and the individuals within it; within the context of the aspect of Music that is being taught.
6. If the learning needs of specific children are best met following an alternative structure then this will be discussed by the class teacher with the SLT
7. The Charanga scheme of work does not replace teacher creativity and teachers are free to teach objectives from the National Curriculum in alternative way providing this is progressive, developmentally appropriate and stimulating.

Extra opportunities

- Village Primary provides children with a weekly whole school singing assembly where children explore a varied genre of music.
- During assembly times, a variety of music will be played to give opportunity for exposure to different music genres, increasing cultural capital of children.
- Outside of school, there is access to an array of musical experiences and clubs through Tees Valley Music School (TVMS). These musical clubs include brass musical instruments, ukulele and strings, keyboard and choirs, which promote opportunities to learn to read music and perform. Some parents may qualify to receive a reduction in costs.
- Village primary has the opportunity to work closely with TVMS to provide 'musical workshops' across the primary phase from Nursery to Year 6.

- Years 3 and 4 will be given the opportunity to explore the recorder during work shops under the guidance of TVMS. This may inspire some children to become part of a band.
- Year 3 will be given the opportunity to learn to play the ukulele for a year under the guidance of Mr Dave Rutherford, a musician from Thornaby. This will aspire to become part of a band.
- There will also be opportunity to access Mr Rutherford's ukulele private lessons at a reduced cost.
- Opportunities for individual year groups to experience singing as part of a wider community in an auditorium will be available, such as TVMS 'Snappy events'.

Resources

- Music resources are many and varied, including:
 - a) Digital devices and headphones;
 - b) A large selection of tuned and untuned percussion instruments;
 - c) Other instruments including keyboards, recorders etc.;
 - d) The 'Charanga' scheme of work (Reception to Year 6);
 - e) A vast range of song books, CDs, Christmas productions etc;
 - f) Outside agencies such as TVMS and Mr Dave Rutherford.

Parents/Carers

- The School aims to involve parents/carers in their children's musical learning as much as possible.
- Parents/carers have the opportunity to meet with their child's teacher at least twice a year at parent's evenings to discuss progression in all subjects. In addition, parents/carers will receive an annual report at the end of the Summer term to communicate progression in all subjects.
- School also provides opportunities for parents/carers to learn about what their child is learning about in music and the way their child is being taught in this subject.

Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - a) Strategic direction and development.
 - b) Learning and teaching.
 - c) Leading and managing staff.
 - d) Efficient and effective deployment of staff and resources.
- The role of the Subject Leader is detailed further in the Subject Leader Job Profile.
- The Subject Leader has regular discussions with the Head teacher and other senior leaders about learning and teaching in Music and provides an annual

summary report (Subject SEF) about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

- During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Music Lesson: Good Practice

1. Music Units of Work

- A progression of lessons will be planned over a six-week blocked unit of progressive work that is taught over a half term.

2. Music Lesson

Within each Music session there will be the following elements;

- a) a clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
- b) an element of Speaking and Listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences;
- c) teachers model lesson activities at a level which is appropriate to the needs of the children within the class being taught. The lesson is fully inclusive.
- d) a plenary or series of mini plenaries are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria or to move the children's learning on further.
- e) each unit of work comprises the strands of musical learning which correspond with the National Curriculum for music. Each lesson will link to many aspects of these strands.

1. Listening and Appraising

2. Musical Activities

1. Appraising music
2. Musical Games
3. Singing/Performing
4. Playing instruments
5. Improvisation
6. Composition

3. Performing

- Musical activities within lessons are planned carefully in accordance with Charanga to encourage active participation and enjoyment by all children, irrespective of ability.

Music across the Curriculum

- Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

- Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts.
- Music is incorporated into a variety of activities and events within school, such as singing assemblies, classroom routines and special celebrations.

Assessment, Record Keeping and Reporting (please refer to the School's policies)

- Teachers use Seesaw to record and capture music progression across school.
- Children's achievements in Music are assessed during lessons and are formally recorded every 6 weeks. Assessment in music is linked to well planned and progressive learning objectives. Assessments are made using teacher judgement, outcomes of children's work and also through self and peer assessments.
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching. Assessments are used to inform future provision and school development.
- Music is reported on at the end of the academic year in each child's School Report.

Inclusion (please refer also to the School's Inclusion Policy)

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Village Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in Music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head Teacher and Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and Music Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, make recommendations for further improvements.

British Values, Global Goals and Rights Respecting Schools

- British Values are an embedded part of the Village Primary Schools curriculum. In music we underpin our content with these values to ensure we help and develop responsible, community-aware and tolerant citizens. Music allows pupils to express themselves and voice their own opinions (democracy). Children are encouraged to be independent in music and self-expression is a key part of our curriculum (individual liberty). We encourage all children to be confident and

forth-coming with their ideas. Sharing thoughts, presentations and musical performance underpin our scheme of work. Performances are a great opportunity to experience tolerance and discuss it in detail (tolerance).

- In September 2015 the Global Goals for Sustainable Development were launched to end extreme poverty, fight inequality and injustice and to fix climate change. As part of our music curriculum, children will be exposed to the Global Goals whilst learning about cultures and world issues; influencing lyrics, instrumental choices and style.

The policy for RE will be reviewed yearly and when changes occur to the music curriculum.

S Meredith – June 2025