

## Music Policy

**‘Together we unlock potential and learn for life’**



**Moor**  
First School

**This policy was approved by the Governing Body of Moor First School at their meeting on:**

**Signed ..... Chair of Governors**

**Signed ..... Co-Head Teacher**

**Signed ..... Co-Head Teacher**

**Signed .....Curriculum Leader**

Review Frequency  
Every 3 years

Next review  
May 2026

## **Intent**

At Moor First, our aim is to provide a music curriculum which will enable each child to reach their full potential in music. We provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. Music teaching at Moor First aims to follow the requirements of the newly updated Primary National Curriculum in England programmes of study 2021. It also follows guidance from the non-statutory framework provided in the Model Music Curriculum 2021. Together these provide a broad framework and outlines the knowledge and skills taught in each Key Stage. Music at Moor First aims to provide a broad, balanced and differentiated curriculum to ensure the progressive development of musical concepts, whilst reflecting the culture and society that we live in. We embrace the National Curriculum purpose of study, which states:

*“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupil’s progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” National Curriculum 2014*

The school policy for music reflects the consensus of the whole teaching staff. The Governing Body will be asked to consider this policy at their next meeting.

## **Aims and Objectives**

The aim of this policy is to outline the purpose, nature and management of the music taught at Moor First School.

### **The national curriculum for music aims to ensure that all pupils:**

- a. 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.
- b. 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. (Adaptations in place in light of Covid-19)
- c. 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.

## **Entitlement**

The curriculum guidance for the Foundation Stage (both upper and lower) is drawn from the Early Years Foundation Stage Curriculum (birth to five) from the area of

Expressive Art and Design. Within the Early Years Curriculum, children work towards achieving the Early Learning Goals.

Following on from this, children will be taught the skills and knowledge of music as outlined in the Programmes of Study in the National Curriculum for music.

### **Implementation**

At Moor First School we use a range of teaching styles with an emphasis on active learning by including the children in discussions, experiments and investigations.

All pupils at Moor First School participate in weekly music lessons delivered by class teachers. At Moor First, teachers use the Charanga scheme of work as a supplement to their music lessons rather than following it as a prescribed model. Alongside Charanga, teachers also use aspects of BBC Ten Pieces to study classical music and other online resources to ensure that all areas of the programme of study are covered. Teachers tailor the units to their own classes to provide thematic, cross-curricular lessons that engage and capture the children's interests. Equal value and consideration is given to music from all cultures in order that children can appreciate how music has evolved in different ethnic groups and/or parts of the world. Opportunities to invite visiting performers of music from a range of backgrounds and traditions will be taken.

Music at Moor First is practical and engaging. A variety of teaching approaches and activities are provided based on teacher judgement and pupil ability. Lessons typically involve a combination of the following; games, songs, challenges, listening to and discussing music, playing a range of instruments, performing back, finding the pulse and composing music using picture representation and then notation sheets. Open ended tasks are provided that can have a variety of responses and teachers differentiate activities using the Charanga Bronze, Silver and Gold challenges. The musical elements of pitch, duration, timbre, texture, dynamics, tempo and structure will be progressively introduced, discussed and understood. Children will devise music and recognise appropriate signs to aid composition and arrangements.

Once a week, all children participate in a singing assembly. We sing songs that reflect our core values. Children are also given the opportunity to sing with a live accompaniment in the form of guitar. Alongside the weekly singing assembly, every day the children join together for assemblies and music is an integral part of these. Music from a range of sources are used to either open or close assemblies.

Children at Moor First School have opportunities to perform their musical skills throughout the year during our Harvest Festivals, Carol Concerts, Christmas plays, Evergreen concerts, Moor First's Got Talent and Songbirds. Children in years 3 and 4 engage with weekly recorder lessons and these pupils are provided with a recorder book. In addition, at least once each year, each child will attend a performance given by visiting musicians such as Key Strings.

Most musical instruments, tapes and music are kept in central resource areas and are readily accessible to the children. The Foundation Class have their own designated instruments.

## **EYFS**

Foundation Stage: Work will be towards the Early Learning Goal for music which is, beginning to recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns and match movements to music.

## **Inclusion**

At Moor First we teach music to all children, regardless of their ability. Music forms part of the school curriculum policy to provide learning opportunities that enable all pupils to make progress by setting suitable learning challenges and responding to differing needs. At Moor First, we aim to include all learners through engaging and exciting music activities. We aim to develop a passion and enthusiasm for music through inclusion and by children engaging in group work.

## **Music Planning, Assessment and Recording**

At Moor First School, we teach music in a variety of ways. We use aspects of the Charanga Scheme alongside BBC Ten Pieces and BBC Bring the Noise. These help to form part of our KS1 and KS2 curriculum long-term and medium-term Creative Curriculum Plans. A two-year rolling program has been created for this.

Teachers are encouraged to incorporate music in other areas of the curriculum. We introduce music in subjects such as English, Dance and Art and use music as a stimulus for creating ideas.

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are often made of live musical performances for the children to use as self-assessment and saved onto our online learning platform-Seesaw (in line with parental permissions). This helps us to track their skill development and share learning with parents. Music assessments are carried out termly by teachers who use the school assessment grids to record a child's attainment. The teachers then use this data to: inform their planning, to help them identify and close any gaps in skills and to help them plan for stretch and challenge opportunities. In addition, extended writing opportunities are provided within the subject via tasks such as researching and writing about famous composers or musicians.

We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage. We keep a record of children's skills in this subject which we discuss with parents during Parents Evenings and additional meetings/discussions that take place throughout the year. We report on Music to parents in the annual school report.

## **Resources**

Music resources are available in a central location that is accessible to all.

Resources are continuously being reviewed and updated to ensure that children have access to the most appropriate and correct resources and to allow teachers to deliver high quality lessons.

## **Monitoring and Review**

The Music Subject Leader is responsible for monitoring the standards of children's work and the quality of teaching through work samples and discussion with pupils. By doing this they can evaluate strengths and weaknesses of the subject and indicate areas for further improvement.

The Subject Leader supports colleagues in their teaching of Music by giving them information and current developments in the subject and by providing strategic lead and direction for the subject in the school.

This policy is monitored by the Governing Body and will be reviewed in three years or earlier if necessary.

## **Responsibilities**

The Governing Body of Moor First School is responsible for determining the content of the policy and the Head Teacher for implementation.

## **Health and Safety**

The health and safety of our pupils is of great importance. Therefore, the following guidelines will be followed to ensure our children's safety:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately.
- Children who are taught to play a wind instrument (recorder) will have an individually labelled instrument and so there will be no need for sharing.
- Wind instruments will be sterilized before they are reissued to other pupils.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing.
- The school's piano will only be moved by an adult member of staff.
- If children are to participate in activities outside the classroom, for example external performances and attending musical events, a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.