

# Black Horse Hill Infant School



## Music Policy

11<sup>th</sup> June 2025

Approved by Committee \_\_\_\_\_

25<sup>th</sup> June 2025

Approved by Full Governing Body \_\_\_\_\_

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Signed \_\_\_\_\_ (Chair)

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## 1. Vision, Aims and Values

### Learning for Life



### School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

### School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

### School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy

## **2. Legal framework**

- a. This policy has due regard to statutory guidance, including, but not limited to, the following:
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
  - DfE (2017) 'Statutory framework for the early years foundation stage'

## **3. Curriculum Intent**

As musicians at Black Horse Hill Infant School, pupils enjoy rich and stimulating learning opportunities by participating and performing in a range of musical experiences. Exposing children to music during early development helps them to learn sounds and meanings of words and vocabulary. Moving to music helps children build physical skills while allowing them to practice self-expression. We believe that every child should have the opportunity to develop their musical skills and potential. We aim to build confidence, nurture and encourage musical development across the school, as well as developing a life-long love and appreciation of different music forms.

## **4. Implementation**

### **EYFS**

Learning and experiences for early years pupils will be based on the seven areas of learning and development as outlined in the DfE's Statutory Framework for the early years foundation stage.

For Music, the area of learning will be Expressive Arts and Design. Music Learning is carefully planned to provide the children with the experiences, knowledge, vocabulary and skills needed to be successful in their future learning.

### **KS1**

The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit. All pupils within KS1 are taught music in line with the requirements of the national curriculum.

In KS1, pupils will 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 inter-related dimensions of music.

## 5. Teaching and Learning

- a. Music lessons are delivered **once** a week for **KS1 and Foundation Stage**.
- b. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- c. Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates.
- d. Lessons focus on a wide range of musical skills and understanding, including the following:
  - Singing in tune and alongside others
  - Structure and organisation of music
  - Appreciating different forms of music
  - Listening to music, progressing to extended pieces of music as pupils move through year groups
  - Representing feelings and emotions through music
  - Recognising pulse and pitch
  - Using the voices of others to combine and make different sounds
  - Musical notation and how to compose music
- e. Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.
- f. At Black Horse Hill Infant School, we do not prioritise between technical proficiency and conceptual understanding, and we aim to develop these in parallel.

## 6. Planning

- a. At Black Horse Hill Infant School we follow the Sing Up Music Primary music curriculum scheme of learning for music. Planning of the music curriculum is tailored towards three areas of progress:
  - Increasing breadth and range of musical experiences
  - Increasing challenge and difficulty in musical activities
  - Increasing confidence, sensitivity and creativity in pupils' music-making
- b. The school creates long-term, medium-term and short-term plans for delivery of the music curriculum – these are as follows:
  - Long-term: includes the music topics studied in each term during the key stage
  - Medium-term: includes the details of work studied each **month**
  - Short-term: includes the details of work studied during each **lesson**
- c. The **subject leader** is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.
- d. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs.
- e. All relevant staff members are briefed on the school's planning procedures as part of their staff training.

- f. In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.
- g. Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013.
- h. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- i. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- j. All lessons will have clear learning objectives, which are shared and reviewed with pupils

## 7. Impact

### Assessment and reporting

- a. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.
- b. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- c. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- d. In terms of summative assessments, the results of termly assessments will be shared with subject leader on the one page profile. Annual assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- e. Summative assessments are also used at the end of a unit of work.
- f. Parents will be provided with a written report about their child's progress during the **Summer** term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved.
- g. Verbal reports will be provided at parent-teacher interviews during the **Autumn** and **Spring** terms.
- h. Video and/or audio files of musical performances will be saved on the school shared drive in the Music Assessment folder.
- i. The progress of pupils with SEND will be monitored by the **SENCO**.

## 8. Monitoring and review

- a. This policy will be reviewed on an annual basis by the **subject leader**.
- b. The **subject leader** will monitor teaching and learning in the subject, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

- c. A named **member of the governing body** is briefed to oversee the teaching of music, and meets regularly with the **subject leader** to review progress.
- d. Any changes made to this policy will be communicated to all teaching staff.

## 9. Equal opportunities

- a. All pupils will have equal access to the music curriculum.
- b. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.
- c. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- d. All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.
- e. **Black Horse Hill Infant School** aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature.

## 10. Roles and responsibilities

The **subject leader** is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.

- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **subject leader** about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis to parents.
- Reporting any concerns regarding the teaching of the subject to the **subject leader** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of musical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

## 11. Cross-curricular links

- Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.
- English
  - Pupils develop their reading and writing skills through learning to read and interpret written music.
  - Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
  - Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Mathematics



- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

d. ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and CD ROMs.
- Pupils listen to music electronically and record compositions electronically.

e. Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

## 12. Musical events and opportunities

- a. All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.
- b. The following opportunities are available:
  - Rocksteady band
  - School concerts

## 13. Resources

- a. The **subject leader** is responsible for the management and maintenance of musical resources.
- b. Musical resources will be stored in **the computer room**, including books and instruments.
- c. Musical equipment and resources will be easily accessible to pupils during lessons.
- d. The **subject leader** will undertake an audit of musical equipment and resources when required.