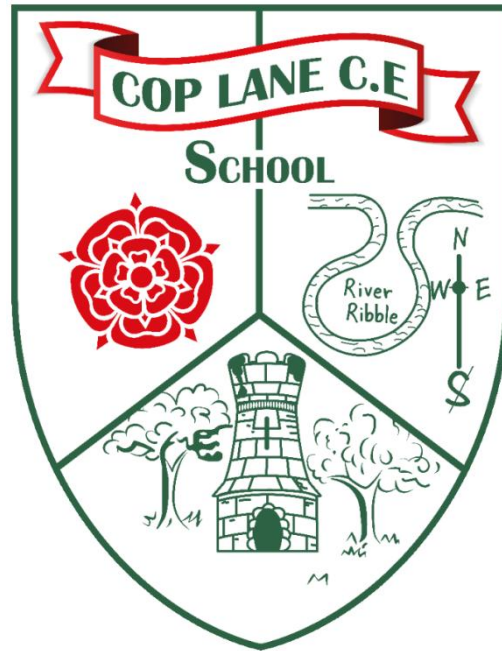


Cop Lane C.E Primary School



Music Policy

This policy is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

Vision

At Cop Lane C.E. Primary School, we have the following vision for music:

Our music curriculum aims to provide all pupils with an enjoyable, high quality music education which engages and inspires children to develop a life-long love of music. Music 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 of Music enables children to better understand the world they live in. The teaching of Music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. Music encourages active involvement in different forms of Music making, both individual and communal, developing a sense of group identity and togetherness.

Purpose of study

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 talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with Music, allowing them to compose, and listen to with discrimination to the best in the musical canon.

Aims

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Early Years Foundation Stage

We recognise the importance of Music in the Early Years and we value the contributions that musical activities make to the development of the whole child. We appreciate the variety of curriculum opportunities that Music provides and we endeavour to teach many aspects of the Early Years curriculum through music and movement. In addition to the teaching of Music, we also ensure that musical experiences are planned and provided for in both indoor and outdoor provision.

Intention

At Cop Lane, we aim for Music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of Music with the opportunities we provide as a school. We intend for children to;

- 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 use their voices
- have the opportunity to learn to play a musical instrument
- to use technology appropriately
- to create and compose music on their own and with others
- understand and explore how music is created

All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with visiting peripatetic staff. Musical opportunities in school include weekly class music lessons, whole class ukulele lessons (as a part of our Wider Opportunities sessions), hymn practice, visiting musicians, high school links, Christmas performances, Young Voices, Cop Lane Musical Celebration and other opportunities when they present themselves. The school also has a singing group.

We aim to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of Music. We are committed to ensuring children understand the value and importance of Music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in Music, in a variety of different contexts.

Implementation

At Cop Lane Primary School, we follow the Charanga scheme of work for the Model Music Curriculum within KS1 and KS2 and we follow the original Charanga scheme for EYFS. Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. It complements the curriculum and scaffolds the learning opportunities throughout the Key Stages, allowing for a clear progression in skills. A steady progression plan built into Charanga, both within each year and from one year to the next, ensures consistent musical development. Through our use of Charanga, we can ensure that we are fulfilling the aims of musical learning stated in the National Curriculum and statutory framework for the EYFS.

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing

and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to Music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' Music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. Opportunities to use technology to support teaching and learning in Music are planned for and used as appropriate.

Our music curriculum is also further enriched by a range of supplementary resources, including BBC Teach, Ten Pieces, Bring the Noise, Musical Storyland and other sites where appropriate.

Adaptive Teaching

Our Music curriculum is designed to be ambitious for all our pupils. We adapt our Music teaching and learning with the consideration of the needs of pupils through the following adaptive teaching strategies:

- Explicit instruction – clear explanations, modelling and frequent checks for understanding.
- Flexible grouping
- Using technology
- Scaffolding through supportive tools and strategies including an accessible instrument and technology library
- Cognitive and metacognitive strategies

We believe music is for all. Teachers adapt lessons to ensure accessibility, inclusion and challenge for all learners

Inclusion

All pupils, irrespective of gender, ability, ethnicity and social circumstances have access to music. Children's individual needs are addressed through the provision of resources, learning styles, questioning and positive exposure to Music and are in line with our school's SEND policy. There is a commitment to value, explore and perform music of all cultures. Music plays an important part in the celebration of religious and cultural festivals.

Equal Opportunities

All children are provided with equal access to the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Impact

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

KS1

Pupils should be able to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and un-tuned 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.

National Curriculum 2014

KS2

Pupils should be able to

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

National Curriculum 2014

Early Years Foundation Stage – Expressive Arts and Design

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- **Sing a range of well-known nursery rhymes and songs;**

- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

Cross Curricular Links

The teaching of Music enhances other curriculum areas and teachers' look for opportunity to bridge the curriculum to Music, broadening the pupil's experiences.

Assessment and recording

Feedback to pupils about their own progress in Music helps children learn by being positive and constructive. Feedback is given whilst a task is being carried out through discussion between child and teacher. Formative assessment is also used to guide the progress of individual pupils in Music. It involves identifying each child's progress in aspects of the subject, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include:

- Small group discussions in the context of a practical task.
- Specific tasks for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Peer and Self-assessment.

Records of progress in music are recorded through video and photographs (parental consent for photographs is given) these are stored in individual class book creators, or uploaded onto OneDrive in subject specific folders, showing evidence and progress of the children's learning. The Lancashire assessment documents are also used to help teachers identify progress and curriculum coverage. Assessments are recorded termly in the school's tracking system.

Monitoring

Music is monitored throughout all year groups through pupil voice, staff voice and book study, assessment, recorded evidence or lesson observations. The monitoring of Music informs the subject leader of the strengths and areas of development.

Reporting to Parents

Written reports are completed by the teacher during the summer term and are based on information gained through assessments carried out throughout the year. Parents are given opportunities to discuss their child's progress at parents' evenings held at intervals throughout the school year.

Resources

The school has a number of tuned and un-tuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano/ keyboard, recorders as well as computers/tablets. Teachers use range of sources to broaden the children's experiences. Resources are deployed effectively to meet the requirements of the EYFS Curriculum and National Curriculum.

Responsibility

The subject leader for Music is responsible for:

- Providing strategic leadership and vision
- Carrying out the requirements of the school improvement plan linked to music.
- Monitoring the delivery of Music and advising on action needed and identifying appropriate staff training
- Supporting colleagues in their planning, implementation and assessment of Music and the progress of children against the age related expectations.
- Being informed about current developments in the subject.
- Maintaining a file/book of evidence, recording a range of music activities throughout the school.
- Planning, providing and maintaining resources.

This policy was adopted by the Governing Body in March 2026

It will be reviewed again in March 2029

(NB recommendation – on a three-yearly cycle)

Signed: R Bourne