



# Overleigh St Mary's CE Primary School

## Music Policy

Signed by:

Summer 2025

Head teacher

Date:

Chair

of

Summer 2025

governors

Date:



### Our Vision

Music is an important expression of creativity and culture; through our discrete music teaching, we provide opportunities for pupils to develop their instrumental skills alongside an appreciation of music and the confidence to perform and create music.

### Aims

#### Children are taught

- To perform, listen to, review and evaluate music across a range of different 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 to have the opportunity to progress to the next level of musical excellence.
- To be confident in critically analyzing their work and that of others.
- To understand and explore how music is created, produced, and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Teaching and learning

Children explore key concepts as they move through the school. Our curriculum follows the Sparkyard Curriculum which is laid out in such a way that the children will initially learn how to listen for everyday sounds, recognise the difference between speaking and singing, how to choose objects to make an intended sound and perform when given visual cues. This will be a starting block in EYFS and built upon as they enter Key Stage 1. As a child moves through our school, their musical skill and understanding will deepen as it would have been built on the foundations laid in the previous years. The core musical concepts of listening, performing and composing are revisited in different units allowing children to apply new knowledge and increasingly musical interpretations to the concept. For example, children in EYFS and KS1 would approach musical notation by first looking at pictures of instruments as a cue to when to play, then move to graphic notation until in Upper Key Stage 2 they would be expected to recognise and write some traditional western notation.

We aim to make music an enjoyable learning experience and an integral part of life at Overleigh St. Mary's. It is taught as both a discrete subject and within other areas of learning when deemed appropriate.

All children in Year 4 are given the opportunity to learn an instrument through our link with Edsential (our local music hub). Following the First Access Scheme, they are then offered continued tuition with our visiting peripatetic teachers. We currently offer violin and piano.

### Planning

We plan our music based upon the national scheme of work, so that the topics the children study build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge, the progression planned means that children are increasingly challenged as they move through the school. Teachers use the Sparkyard scheme of work to inform planning.

### The Foundation Stage,

*The foundation learners integrate music into their everyday learning through the use of song, rhyme and chants and through their expressive arts provision. In Reception, learning follows the Sparkyard EYFS scheme. By the end of the Foundation Stage children will*

- Listen to live and recorded music, hearing lyrics, rhymes and instruments.
- Listen to live and recorded music, hearing changes and differences e.g. fast/slow, loud/quiet, high/low.
- Respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.
- Explore the range of sounds made by different instruments.
- Use a range of percussive instruments to enhance songs and rhymes.
- Know the names of instruments that they have explored and used (rhythm sticks, drum, triangle and tambourine).
- Make up songs and rhymes of their own.
- Match the pitch of their voice to the pitch of the song they are singing.

### **Spiritual, Moral, Social and Cultural Development**

*Children have the opportunity to encounter music from many different cultures which encourages positive attitudes towards, and greater understanding of other cultures and societies. This cultural learning is progressive through the school and the activities that the students engage in are driven by this progression. We perform and celebrate our musical achievements regularly both within the school arena and the wider community.*

### **Resources**

*At Overleigh we are fortunate to have a music room stocked high with instruments. Besides the abundance of tuned and untuned percussion, we also have a large choice of orchestral instruments which are available to hire by students and a number of pianos throughout the school. Our students also have access to a class set of ipads and a computer suite where they can further their musical learning through ICT.*

### **Assessment and Monitoring**

*Students assess their own work and that of their peers using musical language while developing their own ability to evaluate and make adjustments to their music. Teachers monitor progress closely to inform planning and peripatetic teachers assess and report regularly to parents and to the school.*

### **Health and Safety & Safeguarding**

*All activities will be followed with due regard to Health and Safety as set out in the school Health and Safety policy.*

### **RESPONSIBILITIES**

#### **As a Governor:**

*The governing body will be informed of significant developments within the subject area and, if necessary, their approval will be sought. Our governors support, monitor and review the school's policies.*

#### **As the Head teacher:**

*Alongside the senior leadership team and the subject co-ordinator it is the headteacher's responsibility to monitor standards of teaching and learning in music.*

#### **As the Music Co-ordinator:**

*The responsibility for ensuring coverage of the National Curriculum lies first with the subject leader but ultimately with the individual teacher. Alongside the SLT, the subject leader has a role in monitoring the standards of the children's work and the quality of teaching in Music. The subject leader is responsible for supporting colleagues in the teaching of Music, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.*

**As a teacher:**

*The responsibility for ensuring coverage of the National Curriculum lies first with the subject leader but ultimately with the individual teacher. It is each teacher's responsibility to ensure that all children have access to the Music curriculum through quality first teaching.*