



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

Music Policy

Last Reviewed: January 2026

Review Date: January 2027



Curriculum Aims

Music is the soundtrack to our lives, a universal language that represents one of the highest forms of creativity. At Fulfen, we value music because it is a powerful and unique form of communication that can change and impact the way in which children feel, think and act.

At Fulfen, music brings our school community together through the shared experience of whole-school singing, ensemble playing and through enjoyment of listening to and watching friends perform. Our curriculum is designed to inspire pupils to develop a life-long love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

All children are actively encouraged and given the opportunity to learn to play a musical instrument, with additional instrumental lessons being delivered by visiting peripatetic staff. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform and participate in a wide range of musical opportunities. They develop their singing voices, use body percussion and whole body actions and learn to handle and play classroom instruments effectively to create and express their own and others' music.

Learning music at Fulfen aims to inspire and motivate children to continue with a life-long love of the subject and nurtures their talent as musicians.

Curriculum Organisation and Planning

Fulfen Primary School delivers a rich, broad and balanced music curriculum, in line with national requirements, which aims to enable pupils 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 to 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
- 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.

Planning in school is structured systematically and, in this way, knowledge and skills related to the interrelated dimensions of music (e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations) are progressively developed. We recognise the interconnected nature of the concepts in music and the way in which these weave throughout the units covered each half term.

Our music curriculum is divided into two sections: 'Kapow' units and 'Creative Curriculum' units.



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'Kapow' is a published scheme, focussing on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. The Kapow curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. It ensures that the children are involved in activities which develop their skills of listening, singing, playing, analysing, evaluating and composing. They also have an opportunity to develop an understanding of musical terms and notation.

Creative Curriculum units are bespoke units of work that make links with the whole curriculum whilst still building knowledge and developing skills related to the interrelated dimensions of music (e.g. pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations). For example: Year Five's Creative Music unit links with the Y5 Geography topic of Rivers and in Year Three, links are made with The Stone Age.

Each unit of work comprises the of strands of musical learning which correspond with the National Curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Singing
 - c. Playing instruments
 - d. Improvisation
 - e. Composition
3. Performing

Music lessons are taught weekly by class teachers. Both Key Stages One and Two have a Singing Assembly with the Subject Lead each week to develop a school singing repertoire.

Music Resources (instruments) are stored in the Subject Lead's classroom, with the exception of keyboards, which are stored in 4M.

Early Years and Pre-school have their own boxes of musical instruments.

Early Years Foundation Stage

In Pre-School and Reception, all children are taught music as an integral part of the learning covered during the academic year. All musical learning intentions within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

Activities undertaken in EYFS provide essential skills and building blocks on which Key Stage can build in order for pupils to become 'more musical'.

These include:

- Listening and responding to music, expressing their thoughts and feelings.
- Remember and sing entire songs in a group or on their own, being able to follow the melody.
- Create collaboratively sharing ideas, resources and skills
- Explore, engage and perform in music making and dance.



- Play instruments with increasing control to express their feelings and ideas.

Use of Technology

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. Pupils can creatively apply what they have learnt to enable them to know and remember more as well as develop critical thinking and creative skills. Technology is used to capture pupils' imagination; support learning by removing the cognitive load; deepen understanding or scaffold learning within a lesson. Examples of technology used in Music lessons include:

- Use of iPads to record compositions and performances
- Use of musical apps on the iPad such as GarageBand, Virtuoso
- Use of electronic instruments (such as keyboards / guitars) when composing or performing

Assessment and Feedback

Assessment

Assessment of pupils is at the heart of music planning, teaching and learning.

Pupils are continually assessed within music lessons with teaching and learning being adapted accordingly. The overall aim of each lesson and unit of work is for pupils to become 'more musical'.

Review questions at the end of a unit of work will demonstrate pupil learning and understanding.

Self-assessment and peer assessment are also essential in Music. Pupils must be able to reflect on their work (particularly the composition and performance elements of the curriculum) and that of others in order to make improvements.

Feedback

Feedback is given to pupils in order to further their learning and improve their thinking. Our regular, timely feedback has an impact on pupils' future performance and gives children the responsibility for improving their own work. Some of the ways in which pupils receive feedback:

- Verbal comments and questions;
- Comments left on Seesaw to move learning on , which are responded to with a comment from the pupil;
- Peer and self-assessment are utilised.

Monitoring and Evaluation

The Senior Leadership Team and Music Lead manage a programme of monitoring and evaluation of the teaching and learning in the school through:



- monitoring of planning
- Seesaw monitoring
- learning walks

Our Music curriculum is also regularly reviewed for effectiveness by class teachers to see if children have learnt what was intended. For example, if a Music assessment / performance showed that children had a misconception about specific musical vocabulary or one of the inter-related dimensions of music, then they would modify the way in which that concept would be taught for the next cohort of children. This results in us constantly adapting to improve our curriculum to ensure it evolves and keep it ambitious.

Roles and Responsibilities

Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- The school's procedures for assessment meet all legal requirements



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- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Lead

The subject leader is responsible for:

- preparing and reviewing policy documents, curriculum overviews and progressions for the subject which support the challenging demands of the national curriculum
- ensuring the continuity and progression from year group to year group and that learning is cumulative and ambitious.
- keeping abreast of current thinking, research and policy changes which impact music in school and helping to develop colleagues' expertise in the subject by leading staff training and providing staff members with the appropriate professional development
- liaising with local high school music leads to ensure that provision is also tailored to the children's needs when they move to their next school setting.
- liaising with the named governor to report on progress and attainment in music
- monitoring the learning and teaching of music, providing timely support for staff where necessary and ensuring that learning time is maximised.
- carrying out audits of all music-related resources and organising their effective deployment and the purchase of additional resources as necessary.
- advising on the contribution of music to other curriculum areas, including cross curricular and extra-curricular activities.
- ensuring common standards are met for assessing children's attainment and progress.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Scaffold and Challenge

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds



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- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities are scaffolded in order that they can study Music wherever possible and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

In planning music lessons, the teachers will aim:

- To provide breadth and balance of activities for all children;
- To provide a differentiated Music curriculum to meet the needs of all the children through the continuity of experiences;
- To set suitable learning challenges for individuals or small groups of children when necessary;
- To respond to pupils' diverse learning needs;
- To liaise with the SENCo to ensure that provision is made for all children with SEND;
- To relate activities for SEND children to their Personal Learning Plan targets;
- To overcome potential barriers to learning and assessment for individuals and groups of pupils;
- To provide scaffolding for pupils where necessary.

Spoken Language

The national curriculum for Music reflects the importance of spoken language in pupil's development across the whole curriculum - cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their musical vocabulary. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using appropriate and challenging musical vocabulary in lessons.

British Values & Culture

British Values

Our school reflects the British values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive



difference to the society they live in. Some of the ways in which British values are embedded within Music are:

- From a young age, pupils learn about the need to establish a clear set of rules when listening, performing and composing – working together as a team, taking turns with instruments, listening when someone is playing and deciding on whose ideas are going to be used in a composition.
- Children are encouraged to make choices about the music they like to listen to or choose to perform and are respected for their individual preferences.
- Children are encouraged to appreciate music from all cultures and that other world music contributes positively to British music.
- Pupils are taught songs that reflect our heritage.

Culture & Diversity

In every year group, our school curriculum includes examples of music styles and genres from different times and places, including the classical canon. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Children regularly enjoy rich and meaningful experiences to listen to a range of more experienced musicians.

These include performances and workshops from:

- pupils
- peripatetic teachers
- visiting groups, such as the Manchester Camerata
- members of the teaching staff

Instrumental tuition

Our peripatetic teachers, who come into school to teach individuals and small groups, give opportunities for children to learn and develop their skills from an experienced specialist teacher. These lessons currently include: flute, clarinet, violin and guitar .

Performances are given at the end of each year.

Performing

Built into each year are numerous opportunities to perform in front of wider audiences and to sing or perform for a purpose. These include:

- All years perform to parents at Harvest time through the EYFS and KS1 celebrations, or the KS2 celebrations
- EYFS and KS1 Christmas performance in school
- Year Three, Year Four and Year Five performance
- Christmas Choir service at Christ Church, Burntwood
- Year Six musical production in the summer term



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- Manchester Camerata workshop and performance in school and at a theatre venue
- Year Four to Year Six Choir in Young Voices at bp pulse Arena, Birmingham
- Instrumentalists celebration performances each Summer term
- MusicShare at Lichfield Cathedral
- Gotta Sing for Choir pupils at local theatre (Lichfield Garrick)

Links to other policies

This policy links to the following policies and procedures:

- EYFS Policy
- SEND Policy
- Equality Information and Objectives

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

