



Music Policy

Amendments made since last review - Charanga now used and changes to who teaches in KS2. - Summer 2023 Policy amended to include 3 Is statements – Intent, Implementation and Impact - Summer 2026 – GB addition to aims regarding music enhances cognitive functioning	
Policy agreed / reviewed 14 th July 2026	Next review due Summer Term 2029
Signed on behalf of the Governing Body	Signed by headteacher

Intent

At Longton Lane, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Pupils develop a curiosity for music, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. Children understand the value and importance of music in the wider community and across the diverse cultures within our society.

Aims:

- To provide children with the opportunities 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.
- To develop opportunities to use their voices, to create and compose music on their own and with others, as they learn to sing.
- To provide children with the opportunity to learn a musical instrument, research shows this can enhance cognitive functioning
- To provide opportunities for children to use technology appropriately to enhance their musicality
- To provide pupils with a range of musical experiences to widen, develop and expand their interests.
- To provide opportunities to explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.
- To develop a strong subject knowledge to inspire future musicians within school.
- To provide opportunities to experience musicians through lessons and assemblies to understand jobs they could have as part of their own futures.

Implementation:

Our music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom from FS2-Y6 through the structured music programme, Charanga, as well as weekly singing assemblies, various performances and specialist music teacher groups. Within our curriculum, children will cover different elements of music, learn important vocabulary and develop a good understanding of how music has changed throughout history.

The elements of music are taught in classroom lessons so that children can use some of the language of music to dissect it and understand how it is made, played, appreciated and analysed. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing or analysing music. Composing or performing using body percussion and vocal sounds develops children's understanding of musical elements and the opportunity to make music with instruments adds a further dimension to this. Within KS2 all children are given an opportunity to learn a musical instrument and give performances to their peers when possible, thus consolidating the habits of practice, determination and teamwork.

Progression in music knowledge and skills is provided through the Charanga scheme and key vocabulary lists are in place for each year group. Assessment of music takes place each lesson and is recorded using a feedback booklet. This allows staff to adapt the scheme to the needs of their class and provide relevant feedback to individuals to support and challenge them further.

Broad Guidelines

- The National Curriculum objectives for music are met through the delivery of units within the Charanga music scheme. This includes using body percussion, vocals and instruments to meet performance objectives.
- Music is taught as an individual subject alongside weekly singing activities at both Key Stages.
- Teachers provide opportunities for children to participate in a wide range of experiences which including performing, composing listening and appraising
- Children are encouraged to move, handle and play instruments with care.
- Children and staff are made aware of any sharp points to instruments and any loose strings/ parts of instruments that may cause injury or impair the sound.
- Instruments should be stored carefully after use.
- Our music curriculum celebrates the influence of different composers and musicians across time and children learn to appreciate their similarities and differences.
- Progress and attainment is assessed in every lesson and feedback booklets record this, feedback in the next lesson will support the development of learning.
- Monitoring: the subject leader will monitor music throughout the year

Impact

Outcomes shown by observations of children's music lessons and feedback assessment booklets, will show that children receive a broad and balanced music curriculum, where children learn key skills and knowledge in a progressive manner, linked to the school's long term planning. Children will be able to discuss their learning in music lessons and their experiences of watching performances from others as well as performing themselves. Children will feel a sense of achievement, confidence, resilience and be able to reflect on their experiences in music. Children will be aware of the culture and history of music and will enjoy music in a variety of ways: as a listener, performer or composer. They will understand how to further develop their musical skills and how to access music outside of their curricular lessons. Assessment of music skills and knowledge will show children make progress in line with ARE. More able children will be given opportunities to deepen their music knowledge and skills whereas those working below ARE will be supported by teachers as needed.