

Winnington Park Primary School and Nursery

Music Policy



Updated: Autumn 2026

Review date: Autumn 2027

Our School Vision

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving and exciting and an inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

Our Curriculum Vision

Here at Winnington Park Community Primary School and Nursey we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

INTENT

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development. We teach the knowledge and skills by following our school's knowledge and skills progression document. Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

IMPLEMENTATION

Our children learn through a creative and skills based curriculum. We endeavour to engage our children and completely immerse them in their learning to become lifelong learners. Topics start with a 'WOW'- an exciting experience or visitor to inspire learning. This is then followed by exciting trips and lessons. In Key Stage 1 and Key Stage 2, each term's topic is based on either a History or Geography focus.

We celebrate and value all subjects and provide opportunities to apply and practice key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential. Curriculum coverage can be found on the school website.

IMPACT

Well prepared children ready for the next stage of learning and life – happy and engaged. Evidenced through - pupil voice, school council, parliament, pupil and parent questionnaires, worry boxes, class books, displays, best books, work books, photos, website, learning journeys, charities, social media, community links, class assemblies, trips, visitors to school, welcoming new pupils. All pupils in Years 5 & 6 learn to play a musical instrument and perform at a variety of concerts, such as one last summer at The Bridgewater Hall with the Halle orchestra!

Music Policy

Introduction

At Winnington Park Community Primary School we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment. We believe that music embodies one of the highest forms of creativity, and we want the curriculum to engage and inspire our pupils to develop a love of music as well as their talent as musicians. We want our pupils to increase their self-confidence, creativity and sense of achievement. This should lead to pupils developing a critical engagement with music, allowing them to compose and listen to the best in the musical canon.

Aims

Music education in the school should enable each pupil to:

- Perform, listen to, review and evaluate music across many periods through history as well as different 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 of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content

Foundation Stage

Pupils should be taught to:

- Represent their own ideas, thoughts and feelings through music, dance and songs.
- Sing songs, make music and dance, and experiment with ways of changing them.

Key Stage 1

Pupils should be taught 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.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 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, and develop an understanding of the history of music.

Teaching and Learning

Winnington Park endeavours to make music an enjoyable experience for its pupils through a varied and inclusive approach. EYFS to Year 4 follow a scheme called Charanga – Model Music Curriculum Scheme.

Year 5 and 6 are taught to play musical instruments by the Wider Opportunities programme, which also covers the appropriate National Curriculum objectives.

Each class teacher will ensure that the relevant areas of study are covered for their class by following the 2014 National Curriculum and Long Term Planning.

Teachers also provide cross curricular opportunities in planning where appropriate.

Additionally, the school regularly makes music an important part of special celebrations such as Harvest, Christmas and Easter.

Spiritual, Moral, Social and Cultural Aspects Music

contributes to SMSC in the following ways:

- Pupils have the opportunity to listen to, and participate in, performance for the school and wider community including event to raise money for charity and visits to residential homes.
- An appreciation of how different cultures have contributed to popular musical genres today is encouraged and nurtured in our students.

- Students' cultural experiences are broadened and strengthened through our extracurricular programme across both Key Stages which reflect the world we live in today.
- Pupils are encouraged to formulate and articulate their opinions of their own work, and the work of other people, and to express these with awareness and sensitivity towards the feelings of others.
- Pupils take part in a wide variety of different activities which require social skills, the ability to work collaboratively as part of a pair or group, and as part of their whole class in larger ensembles.

Equal Opportunities and Inclusion

Equality of opportunity at Winnington Park Primary School and Nursery means that all children, taking account of gender, age, ability, disability, ethnic origin, faith, culture, social circumstances and sexual orientation have full access to all the curricular, pastoral and social opportunities offered by the school.

Differentiation

All children have a range of opportunities and experience. Children work at their own level and differentiation is by outcome, except when different tasks may be required for certain children at appropriate times.

Music Subject Leader

The music subject leader will:

- Liaise with staff and offer support when required
- Disseminate ideas and knowledge and remain in touch with educational development in music
- Ensure resources are available to meet their curriculum.
- Arrange musical events for the school to take part in the wider community.

Assessment and Record Keeping and Reporting

Assessment is an integral part of planning and practice and is carried out in a variety of ways:

- Through informal observation, talking to the children about their work, assessing the final composed piece.
- Collecting evidence from a child's response to a selected task. □ Recording of a unit piece of work.