

WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB



MUSIC POLICY 2026–2027

Date Prepared: October 2026

Next Review Date: October 2027

Subject Leader: Mrs R. O'Hara
Date: October 2026
Review Date: October 2027

At Woodlands Primary School, we believe that music is an integral part of every child's education. Music provides opportunities for creativity, self-expression, communication and enjoyment, whilst supporting children's personal, social, emotional and cultural development.

We are committed to providing a broad, balanced and inclusive music curriculum that inspires pupils to develop a lifelong love and appreciation of music. Through singing, listening, playing instruments, improvising, composing and performing, children develop their musical knowledge, understanding and skills in a supportive and stimulating environment.

Our curriculum enables children to explore music from different cultures, traditions and historical periods, developing an appreciation of the diversity and richness of music.

We recognise that music is accessible to all children and provides meaningful opportunities for pupils of all abilities, including those with special educational needs and disabilities (SEND), to participate, achieve and express themselves.

Intent

At Woodlands, our intent is to provide a high-quality music education that engages and inspires pupils to develop a love of music, their musical talents and their confidence as musicians.

We aim to:

- Provide all pupils with enjoyable, engaging and inclusive musical experiences.
- Develop pupils' understanding of the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure.
- Enable children to express themselves creatively through singing, playing instruments, improvisation and composition.
- Develop pupils' listening and appraisal skills through exposure to a broad range of high-quality music.
- Introduce children to music from different cultures, traditions, historical periods and composers.
- Provide opportunities for individual and collaborative musical performance.
- Develop pupils' confidence, creativity, communication and collaborative skills.
- Ensure progression in musical knowledge, understanding and skills throughout the school.
- Provide additional musical enrichment opportunities beyond the classroom.
- Ensure that all pupils, including those within our Specialist Inclusion Base (SIB), can access meaningful and appropriately adapted musical experiences.

Above all, we aim for every child to recognise that music is for everyone and to experience the enjoyment, creativity and sense of belonging that music can bring.

Implementation

Music at Woodlands is taught primarily through the Charanga Musical School scheme of work, which supports both specialist and non-specialist teachers in delivering high-quality music education.

Music is delivered by teachers and teaching assistants, with planning and teaching adapted to meet the needs of individual pupils.

Charanga adopts an integrated, practical, exploratory and child-centred approach, allowing pupils to develop their musical skills through active participation.

The scheme follows a progressive, mastery-based approach in which pupils acquire new musical knowledge and skills whilst regularly revisiting, consolidating and embedding previous learning.

Our teaching also draws upon the guidance outlined in the Model Music Curriculum (2021) and is aligned with the statutory National Curriculum for Music.

The music curriculum is organised through a two-year rolling programme to accommodate mixed-age classes within Key Stages 1. Planning ensures appropriate coverage, progression and opportunities for pupils to build upon prior learning.

Musical activities include:

- Singing: Developing vocal confidence, expression, pitch and an understanding of rhythm and melody.
- Listening and appraising: Exploring music from different genres, cultures and historical periods and communicating responses.
- Playing instruments: Developing musical skills through tuned and untuned percussion and other instruments.
- Improvising: Experimenting with musical ideas, sounds and rhythms.
- Composing: Creating, organising and combining sounds using the interrelated dimensions of music.
- Performing: Sharing musical achievements individually and collaboratively, developing confidence and expression.
- Adaptation is achieved through resources, tasks, adult support and expected outcomes to ensure that all pupils can access and participate in musical learning.
- Practical experiences, repetition, modelling and opportunities for exploration support pupils in developing confidence, independence and enjoyment.

Music in the Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, children are encouraged to develop a love and appreciation of music through a range of engaging, practical and play-based experiences. Children are given opportunities to explore, experiment, practise, repeat and consolidate musical skills through singing, listening, playing instruments and movement.

Pupils develop their understanding of the dimensions of music pitch (high/low), duration (long/short), dynamics (loud/soft), and tempo (speed) through active listening, movement, and play. They are introduced to clapping to a steady beat and explore a range of music, such as a 'song of the day', responding through discussion, describing how it makes them feel, and moving to it. Using a variety of instruments in continuous provision, both indoors and outdoors, pupils experiment with sound, compose their own music, and perform, developing creativity, confidence, and the foundational skills needed for KS1.

Music in Key Stage 1

In Key Stage 1, children build upon their early musical experiences through increasingly structured opportunities to sing, listen, play, explore and create music.

In accordance with the National Curriculum, pupils are taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned 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 interrelated dimensions of music.
- Children develop an understanding of rhythm, pulse, pitch and musical expression through practical activities, including singing games, instrument exploration, composition and performance.
- They are encouraged to listen carefully, respond to music and develop the confidence to share their musical ideas with others.

Music in Key Stage 2

In Key Stage 2, pupils build upon their existing musical knowledge and skills, developing increasing confidence, control, independence and musical understanding.

In accordance with the National Curriculum, pupils are taught 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 musical instruments with increasing accuracy, fluency, control and expression.

- Improvise and compose music for a range of purposes using the interrelated 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.
- Pupils are encouraged to reflect upon their musical development, evaluate performances and compositions, and work collaboratively to develop their musical ideas.
- Whole-class instrumental tuition is currently provided for Year 3 pupils through Love Music Trust, enabling children to develop practical instrumental skills and experience learning alongside professional music tutors.

Music in our Specialist Inclusion Base (SIB)

Within our Specialist Inclusion Base, music is adapted and personalised to ensure that all pupils can access meaningful musical experiences appropriate to their individual communication, sensory, developmental and learning needs.

Music is an important part of our sensory curriculum and is embedded throughout our daily provision. It provides valuable opportunities to develop musical understanding alongside communication, interaction, engagement, emotional regulation and self-expression.

Our aim is for pupils within the SIB to develop an enjoyment of music, explore a variety of sounds and musical experiences, and communicate their individual preferences in ways that are meaningful to them.

Implementation within the SIB

Music is delivered through highly practical, sensory-based and repetitive experiences, carefully adapted to meet pupils' individual needs and stages of development.

Pupils are provided with regular opportunities to explore musical instruments, environmental sounds, rhythms, songs, movement and music through both traditional and electronic resources.

Music is incorporated throughout the school day through familiar songs, musical cues, action songs and shared group experiences.

Singing and Makaton

Sing and sign opportunities are used regularly to develop and reinforce Makaton signs, supporting pupils to connect language, actions, symbols and meaning.

Familiar songs and repetitive musical activities provide motivating opportunities for pupils to anticipate, participate, communicate and develop their understanding.

Core Word Programme

Our Core Word Programme provides weekly opportunities for pupils to listen and respond to different pieces of music linked to the Core Word. Pupils are encouraged to appraise music and communicate their preferences through speech, Makaton, symbols, communication boards, gestures, facial expressions, vocalisations or other individual communication methods. This ensures that pre-verbal and non-speaking pupils have meaningful opportunities to express musical preferences, make choices and participate in musical experiences.

Sensory Exploration and Musical Development

Pupils explore musical instruments, sounds, vibrations, rhythm, tempo and movement through engaging sensory experiences. Activities are carefully adapted to support individual sensory preferences and needs, allowing pupils to explore music in a comfortable, motivating and accessible environment.

Communication, Interaction and Engagement

Adults model musical participation, vocabulary and communication whilst allowing pupils sufficient time to explore and respond independently. Visuals, modelling, repetition, familiar routines and individual communication systems are used to support anticipation, engagement and independence. Shared musical activities also provide opportunities to develop joint attention, turn-taking, interaction and positive relationships with adults and peers.

Impact within the SIB

Through accessible and appropriately adapted musical experiences, pupils are supported to:

- Develop enjoyment, curiosity and confidence when engaging with music.
- Explore rhythm, sound, instruments and different musical styles.
- Develop and communicate individual musical preferences.
- Increase their ability to listen, attend, anticipate and respond.
- Use Makaton and other communication methods through meaningful sing and sign experiences.
- Develop turn-taking, shared attention and interaction through musical activities.
- Make choices and appraise music through the weekly Core Word Programme.
- Develop confidence when exploring unfamiliar sounds, songs and musical experiences.
- Experience music as an inclusive and meaningful means of communication, creativity and self-expression.
- Progress is recognised through individual achievements and engagement, with assessment informed by pupils' developmental stages, communication needs and individual learning targets.

Inclusion and Equal Opportunities

At Woodlands, we are committed to ensuring that music is accessible to all pupils, regardless of ability, background or additional learning needs. We recognise that children develop musical knowledge, skills and confidence at different rates and may

demonstrate their understanding in a variety of ways. Teachers and teaching assistants adapt learning opportunities to ensure that all pupils can participate meaningfully and experience success.

Adaptations may include:

- Providing visual prompts, symbols, Makaton and alternative communication systems.
- Using practical, sensory and multisensory learning experiences.
- Adapting instruments and resources to meet physical and sensory needs.
- Providing additional adult support, modelling and repetition.
- Offering alternative ways to participate, communicate and demonstrate understanding.
- Adapting tasks and expected outcomes to reflect individual abilities and developmental stages.
- Providing appropriate opportunities for challenge and progression.
- We celebrate individual musical achievements and ensure that every child has opportunities to develop their creativity, confidence and musical identity.

Assessment and Progression

Assessment in music is ongoing and is used to inform teaching, monitor progression and identify pupils' next steps in learning. The Charanga Musical School scheme provides opportunities for teachers to assess pupils' musical knowledge, understanding and practical skills against National Curriculum expectations on our school tracking system, Insight.

Assessment is primarily formative and takes place through:

- Teacher observation during practical musical activities.
- Listening to pupils' singing, playing, improvisation and compositions.
- Evaluating pupils' participation and musical responses.
- Opportunities for pupils to reflect upon and evaluate their own learning.
- Evidence gathering, including photographs, recordings and examples of musical work where appropriate.
- Teachers use assessment information to identify progress, address gaps in understanding and adapt future learning opportunities.
- Progression is supported through the structured Charanga scheme, with pupils revisiting and developing musical concepts throughout their time at Woodlands.
- Within the Specialist Inclusion Base, assessment reflects individual developmental needs and learning pathways, recognising progress in engagement, communication, exploration, musical response and participation.

Extra-Curricular Music and Enrichment

At Woodlands, we recognise the importance of providing musical opportunities beyond the classroom to enrich pupils' experiences, develop confidence and

promote a love of music. We aim to provide a range of inclusive extra-curricular and enrichment opportunities throughout the school year.

These include:

- **AmaSing Choir**
Our Key Stage 2 pupils have the opportunity to participate in the AmaSing Choir during the Spring and Summer Terms, led by Mrs O'Hara. The choir provides opportunities for pupils to develop their singing skills, confidence, teamwork and enjoyment of performing together.
- **Sing and Sign Club**
Our Key Stage 1 Sing and Sign Club, beginning in Autumn 2, provides opportunities for children to enjoy familiar songs, actions and Makaton signing whilst developing musical confidence, communication and inclusion.
- **Whole-Class Instrumental Tuition**
Year 3 pupils have the opportunity to participate in instrumental tuition delivered by Love Music Trust, supporting the development of practical musical skills and an appreciation of instrumental performance.

Performances and Community Engagement

We value opportunities to share music with our wider school community. Children participate in musical celebrations, assemblies and performances throughout the school year. We also aim to continue our whole-school Christmas musical visits to Astbury Lodge, providing opportunities for children to perform, celebrate music and strengthen links with our local community. Additional concerts, workshops and enrichment opportunities are explored where appropriate, considering pupil interest, staffing and available resources.

Impact

Through our music curriculum, we aim for all pupils to leave Woodlands with a positive attitude towards music and a secure foundation of musical knowledge, understanding and skills appropriate to their stage of development.

The impact of our music provision is reflected in pupils who:

- Demonstrate enjoyment, enthusiasm and confidence when participating in music.
- Develop progressive musical knowledge and practical skills.
- Sing, play, improvise, compose and perform with increasing confidence and independence.
- Listen attentively and respond thoughtfully to a range of musical styles.
- Understand and apply the interrelated dimensions of music.
- Appreciate music from different cultures, traditions and historical periods.
- Develop creativity, communication, collaboration and self-expression.
- Demonstrate pride in their musical achievements.

- Recognise music as an enjoyable and meaningful part of their lives.
- We recognise that musical success can take many forms and celebrate the individual achievements and progress of every pupil.

Role of the Music Subject Leader

The Music Subject Leader is responsible for promoting, developing and monitoring music across the school.

Responsibilities include:

- Promoting a positive and dynamic approach to music, ensuring that the subject maintains a high profile within the school.
- Leading the development, implementation and regular review of the school music curriculum and policy.
- Ensuring that music provision is aligned with National Curriculum requirements and relevant educational guidance.
- Monitoring curriculum coverage, progression and standards of teaching and learning.
- Supporting teachers and teaching assistants in the effective delivery of music.
- Keeping up to date with developments in music education through professional reading, training and relevant courses.
- Sharing relevant training, resources and good practice with colleagues.
- Encouraging and supporting appropriate professional development opportunities for staff.
- Overseeing the organisation, storage, maintenance and purchase of musical resources and equipment.
- Managing available subject budgets effectively and ensuring value for money.
- Organising and supporting concerts, workshops, performances and musical enrichment opportunities.
- Coordinating extra-curricular musical activities, considering staffing, resources and pupil interest.
- Developing links with external music providers, professional musicians and the wider community.
- Representing the school at relevant external meetings and events relating to music.
- Working alongside school leaders to evaluate the impact of music provision and identify priorities for further development.

Health and Safety

The safety and well-being of pupils and staff are paramount during all musical activities. Staff ensure that appropriate health and safety procedures are followed when using musical instruments, resources and equipment.

The following procedures are observed:

- Musical instruments are stored safely and appropriately when not in use.

- Instruments are stored according to their size, weight and shape to minimise risks.
- Pupils are taught to handle instruments carefully and respectfully.
- Children are encouraged to take care when transporting and using musical equipment.
- Pupils are taught not to step over instruments or leave equipment in unsafe positions.
- Electrical musical equipment is used under appropriate adult supervision, with particular attention given to plugs, sockets and cables.
- Instruments and equipment are checked regularly for damage or potential hazards.
- Appropriate hygiene procedures are followed when using shared instruments, particularly instruments played using the mouth.
- Musical activities are adapted where necessary to meet pupils' individual physical, sensory and medical needs.
- Staff consider appropriate sound levels and the sensory needs of pupils when planning and delivering musical experiences.
- Risk assessments are undertaken where appropriate for musical activities, performances, visits and the use of specialist equipment.

Policy reviewed: October 2026

Next review: October 2027

Music Subject Leader: Mrs Roisin O'Hara