Music Policy

Staff Responsible:	**Mrs Victoria Bates**
Date of Issue:	September 2026
Review Date:	September 2027

Teaching and Learning in Music

Subject Identity: Music

Fingerprint Statement

Music is a subject that explores how sound, rhythm and melody can be used to express ideas, emotions and experiences, enabling pupils to develop their creativity, confidence and musical understanding. Through singing, playing instruments, composing, performing and listening, pupils explore how music is created, shared and experienced, while being encouraged to make choices, collaborate with others and reflect on and evaluate their own musical ideas and performances.

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Delivery of Music

Music is delivered by a Music Specialist- Mr Gilson. This takes place in each year group, every week under a 3-form rotating cycle. The lesson takes places, in our purpose designed music room which houses an interactive whiteboard and a wide range of musical instruments. To ensure progression, Our Music Curriculum has been divided into four main bodies which include Singing, Playing and Performing, Listening and Appraising and Improving and Composing. Lessons include our Ribbon Virtue Songs, songs based on current affairs (such as the National Anthem) and each term, children received teaching base on playing either the ocarina/recorders, percussion instruments (including Boom whackers/glockenspiels) and Samba drumming.

Lesson Content

To support of foundational understanding of Music, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include: -

- **What is statement –** As each Music lesson commences, children will be reminded of the definition of the subject – "Music is a form of art that uses organised sounds for effect and to entertain."
- **Reference to skills of a Musician –** Children are reminded of key skills that are commonly used in this subject area i.e., rhythm, beat, tempo and notation.
- **Modelling –** To support playing of instruments, teacher demonstrates correctly playing positions and notes expected to be played during sessions.
- **Key vocabulary –** Relevant and focused vocabulary for the lesson is shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies –** Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. To evidence Music effectively, the following strategies have been implemented: -

- Reception > Year 6 – Earwig clips

Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsivity to the needs of all children. This feedback will be delivered verbally.

At the end of each half term, the Music Specialist assess which children have exceeded or are working significantly below the expected level for that topic. In order to do this, he will use her knowledge of the children, her observations from the lessons and their work produces and saved online. Children 'working significantly below' national curriculum expectations are noted in our Wider Curriculum Assessment grids, with a brief description of why, to monitor the gaps in learning of our children across the wider curriculum. Additionally, children who are 'working significantly

above' National Curriculum aims are noted to highlight gifts and talents between class teachers and subject leaders.