

Long Row Nursery and Primary School



Music Policy

September 2025

Review Date: September 2027

Introduction:

Music is a powerful, unique form of communication that can change the way the pupils feel, think and act. It brings together intellect and feeling, and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils to understand themselves and relate to others, forging links between the home, school and the wider world.

The National Curriculum 2014 Purpose of Study:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing for them to compose, and to listen with discrimination to the best in the music canon.

Aims:

The National Curriculum for Music aims to ensure that all pupils:

- ♪ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Teaching and Learning:

At Long Row, we use the Charanga Musical School Scheme which allows for continued opportunities to listen to and reflect on a wide range of music. Singing forms the basis of each unit of work, and composition and performance elements are used in each unit. The interrelated dimensions of music are continually repeated and developed throughout the scheme. Whilst tuned instruments (in particular the glockenspiel) are introduced, it is also important that children also receive the opportunity to learn an instrument through the Wider Opportunities Scheme, delivered via the Derby and Derbyshire Musical Partnership. This in turn, allows opportunities to develop musical skills to higher standards. Individual instrument lessons are also available through links with the Music Partnership.

Music should be taught as a discrete subject on a weekly basis but this should not be the limit of exposure to music. Most of the Charanga lessons will be either one hour (20 minutes Listen and Appraise, 25 minutes Musical Activities, 15 minutes Perform/Share) or 45 minutes (15 minutes Listen and Appraise, 20 minutes Musical Activities, 10 minutes Perform/Share). A lesson should *not* be shorter than 45 minutes. Where appropriate across the whole curriculum, music should be used to enhance learning and experiences, whether that be by listening to a wide range of different music in assemblies and in the classroom, or watching music being performed online, or live if possible. There are many researched benefits to listening to music, including very importantly, it being a

factor in improving mental well-being. Music is also used to support our SMILERS work in promoting and supporting the wellbeing of the whole school community.

Children have opportunities to take part in extra-curricular musical activities within school, such as choir, peripatetic music lessons (currently strings, piano, flute, drums, brass and recorder) and 'Rock Steady'. Funded places are made available for those in receipt of Pupil Premium. All children in school take part in musical performances throughout the year, including Nativity performances and carol concerts, and many children take part in termly musical concerts.

Rationale

At Long Row we strive to encourage the children to have an appreciation for aesthetic qualities of music in terms of the importance of its historical and cultural contribution. Music helps to promote spiritual, cultural and social development. Children are encouraged to engage in practical activities which allow them to compose and perform their own musical pieces, evaluate their own and other people's work. Co-operation and teamwork are seen as important components of these activities. We encourage the children to listen to a wide variety of music in order to extend their experience and greatly value any specialist knowledge that our children bring to the school.

Our intent is that music at Long Row is inclusive and ambitious for all.

Curriculum coverage:

N.B. See the Curriculum Progression for Music document to see how the music curriculum is mapped throughout the school year and across all age groups.

Progression is based on building an understanding of musical concepts through a repetition-based approach to learning. Learning the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Learning is not neat or linear. The strands of musical learning are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts, allowing a deeper understanding to develop as well as learning something new.

Instrumental work is adapted, scaffolded or modified to allow children to develop through the relevant musical skills and concepts as they need to. An integrated approach to music learning means that the whole musical experience is important.

Development Matters: Non-statutory curriculum guidance for early years foundation stage (September 2020):

Expressive Arts and Design. The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- ♪ 3 & 4 year olds will be learning to: remember and sing entire songs; sing the pitch of a tone sung by another person ('pitch match'); sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs; create their own songs, or improvise a song around one they know; play instruments with increasing control to express their feelings and ideas
- ♪ Children in Reception will be learning to: listen attentively, move to and talk about music, expressing their feelings and responses; sing in a group or on their own, increasingly matching the pitch and following the melody; explore and engage in music making and dance, performing solo or in groups

Subsequent progress through key stages one and two builds on these earlier experiences. By the end of key stage, pupils are expected to know, apply and understand the matters, skills, and processes specified in the relevant programme of study (*National Curriculum in England: Music. 2014*):

During 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 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

During 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:

- ♪ 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 interrelated dimensions of music
- ♪ 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

Planning:

The Charanga Scheme provides detailed lesson plans and appropriate whiteboard-based resources for each unit of work. These can be used as they are or adapted to suit the individual needs of a class or specific children.

Lessons are made up of three parts: Listen and Appraise; Musical Activities; and Perform/Share. All learning is built around the Interrelated Dimensions of Music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation). During Listen and Appraise, children are given the opportunity to listen to a range of musical styles through historical periods to the present day. Musical Activities are all based around a particular song. They may include games (where the interrelated dimensions of music are embedded through repetition), singing, playing, improvising

and composing. The Perform/Share element allows children to share what has taken place during the lesson and work towards performing to an audience.

All children are encouraged to take an active part (especially in the Musical Activities element where they will be singing or playing an instrument) in the learning – the whole musical experience is important. Children learn music through these activities. The correct musical vocabulary is repeated and reinforced to support understanding.

A lesson does not require a specific learning objective, instead the interrelated dimensions of music are linked through every lesson encouraging the development of musical skills. Lessons should be practical, exploratory and whenever possible, child-led. Music learning is not linear but instead moves like a spiral. New musical skills and concepts can be developed alongside the revisiting of established musical skills and concepts. The delivery of a lesson should follow the process of Plan, Do, Check, Review. This process also opportunities to inform progress and assessment.

SEND:

All children at Long Row School, including those with SEND, have access to all aspects of the music curriculum as specified by the SEND Code of Conduct. Where some children with additional needs require support, this will be provided by the class teacher or a teaching assistant. In line with the school's SEND policy, class teachers are responsible for ensuring that reasonable adjustments are made in class to enable children with SEND to access learning in line with the school's SEND policy. This may mean adapting, modifying or scaffolding the curriculum, for example adapting sounds or using noise reducing headphones for those with specific sensory needs. On occasion, there may be a necessity to complete a risk assessment in order that all children are kept safe.

Assessment:

Assessment for music uses a Plan-Do-Check-Review approach and is supported by Charanga planning documents. In line with the curriculum for Music and guidance from Ofsted, the Charanga scheme does not use a learning objective/outcome concept approach but rather an integrated, practical, exploratory and child-led approach to musical learning. It is important to acknowledge that it is not always possible to know the learning outcomes before a lesson.

A combination of formative and continuous assessment is used to help inform subsequent learning:

- ♪ Formative assessment involves qualitative feedback to the children that focuses on the content and performance within a lesson. During the 'Do' element of the lesson, outcomes that are exciting, musical and non-musical should be noted. As part of 'Check', confidence and progression should be encouraged. It is important to watch, listen and learn from the children's responses. This will also help inform next steps. 'Review' is an important step for reflection upon the teaching/delivery of the lesson to inform the next steps. Reflecting with the children is also important. 'What went well?' and 'This would be even better if...' are sometimes useful to encourage discussion.
- ♪ Summative Assessment are made against the appropriate End of Key Stage Expectations documents. These are linked to the musical strands: Listen and Appraise, Musical Activities (Games, Singing, Playing Instruments, Improvisation, Composition), Perform and Share. Summative assessment is also useful for questions/discussion points with the children.

- 🎵 Evidence can be collected in the form of floor books, photographs, recordings and interviews. Assessment logs (with short hand recordings against End of Key Stage Expectations) and Cultural and Personal Development Logs can also be used to inform assessment.

Resources:

Weekly music sessions are taught and delivered using the online Charanga Musical School Scheme. The scheme provides lesson plans, assessment and whiteboard resources to support every lesson, and is designed to be used by both specialist and non-specialist teachers. Teachers also have access to CPD resources and opportunities through the Scheme.

We have a class set of glockenspiels to use for music lessons. These are the most important resource for the successful delivery of the Charanga Scheme and have been funded by the PTA. There are also a number of tuned and un-tuned percussion instruments kept in the Music Room, including a class set of handbells. All teachers are responsible for the maintenance and organisation of the instruments, though the music co-ordinator will do a general check annually to ensure all instruments are kept in good working order. Any damaged or broken instruments need to be made safe or replaced, and the music co-ordinator should be informed.

Year 4 children also take part in the Wider Opportunities Scheme, run through the Derby and Derbyshire Musical Partnership. Under this scheme, the children are taught general musicianship and also learn an instrument for a year with a specialist teacher. Performance opportunities also form an important part of the Wider Opps Scheme.

Monitoring and Evaluation:

The co-ordinator is responsible for understanding the requirements of the subject, preparing policy documents, curriculum plans, schemes of work for the subject, encouraging staff to provide effective learning opportunities for all pupils, helping colleagues to develop their subject expertise. The co-ordinator will evaluate and monitor the progress and attainment of the pupils in school - this could be in the form of, but not limited to, learning walks, pupil voice and staff evaluation. From 2024, the coordinator will also write and share on the school website the 'Music Development Plan' document.

The planning and organising of teaching strategies and opportunities for music will be reviewed regularly to ensure that no pupil or groups of pupils are at a disadvantage.

The class teacher is responsible for timetabling to ensure that the relevant units of the Charanga Music Scheme are covered during each half term. The classroom teacher is also responsible for monitoring the progress of the children in their class and reporting this on an annual basis to the Headteacher and SLT as well as to inform parents.

This policy will be reviewed every two years by the subject leader and headteacher. Any changes made to this policy will be communicated to all members of staff.