

Backworth Park Primary School



Music Policy September 2026

Date policy last reviewed: 16/09/26

Signed by:

Headteacher

Date: _____

Chair of governors

Date: _____

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Statement of intent

Backworth Park Primary School understands that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

The school delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils 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.
- Learn to sing and use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use music technology, and progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2013) 'Music programmes of study: key stages 1 and 2'
- DfE (2014) 'The national curriculum in England'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2021) Model Music Curriculum: Key Stages 1 to 3
- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2023) 'Early years foundation stage profile handbook'
- DfE (2022) 'The power of music to change lives: a national plan for music education'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Accessibility Policy
- Accessibility Plan
- Primary Assessment Policy
- Extended Services Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.

- Ensuring the music curriculum is created in accordance with this policy.
- Ensuring there is a school music development plan published on the school website.
- Updating and maintaining this policy.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.
- Writing and reviewing the school music development plan published on the school website.

Music teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

3. EYFS

All pupils in the EYFS will be taught music as an integral part of the topic work covered during the academic year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- Try to move in time with music, when appropriate

4. National curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum. Our curriculum has been also developed alongside recommendations in the Model Music Curriculum.

In KS1, pupils will 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 inter-related dimensions of music.

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, pupils will 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 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.

5. Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.
- Pupils use times tables and division when composing and notating.

Computing

- Pupils learn to use technology to compose music, and enhance their research skills through the internet.

- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Personal, Social and Health Education (PSHE)

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

6. Teaching and learning

Music lessons are delivered once a week in both KS1 and KS2

In Nursery, Reception and Years 1-6, teaching of music is delivered by specialist teachers and by the class teacher.

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Planning of the music curriculum is tailored towards three areas of progress:

- Increasing breadth and range of musical experiences,
- Increasing challenge and difficulty in musical activities,
- Increasing confidence, sensitivity and creativity in pupils' music-making.

Pupils will undertake independent work and will have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others,
- Structure and organisation of music,
- Appreciating different forms of music,
- Listening to music, progressing to extended pieces of music as pupils move through year groups,
- Representing feelings and emotions through music,
- Recognising pulse and pitch,
- Using the voices of others to combine and make different sounds,
- Musical notation and how to compose music.

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses,
- Providing resources of differing complexity, according to the ability of the pupils,
- Setting tasks of varying difficulty, depending on the ability group,
- Utilising teaching assistants to ensure that pupils are effectively supported.

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

7. Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected. Pupils' progress and development will be assessed against the framework's early learning goals.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions,
- Discussing pupils' work with them,
- Marking pupils' work against the learning objectives,
- Pupils' self-evaluation of their work,
- In-class performances.

Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards music, understanding of musical terminology, investigatory skills and the knowledge levels they have achieved.

Verbal reports will be provided at parent-teacher interviews during the Autumn term.

The progress of pupils with SEND will be monitored by the SENCO.

8. Musical opportunities

All pupils will be encouraged to participate in additional musical opportunities to enhance their learning and development.

The Key Stage 1 and Key Stage 2 school choir will meet on a weekly basis to allow pupils to enjoy singing together. The school choir will also perform in public on a number of occasions throughout the year.

In addition to regular whole class music lessons, children have the opportunity to be part of the Rocksteady Music School. Rocksteady is an organisation that delivers small group instrumental tuition on a weekly basis. Children in the Rocksteady Music School learn an instrument and play as part of a 'band' – an ensemble with other children from their Key Stage.

Key Stage 1 and 2 receive engaging instrument lessons, taught by a specialist music teacher, to develop rhythm, coordination, and ensemble skills. Children in Key Stage 1 learn tuned (glockenspiel) and untuned percussion. Children in Key Stage 2 learn ukulele and Samba drums.

School also facilitates additional musical opportunities provided by Little Beethovens Music School. This includes Piano Keyboard tuition for children in Year 1 to 6, 'Introduction to Music' Club for Reception children, and 'Musical Theatre' Club for children in Year 1 to 6.

9. Equipment

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

Musical resources will be stored in key year groups and resources not required daily will be stored in the Studio. Musical equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of musical equipment and resources on an annual basis.

10. Equal opportunities

All pupils will be provided with equal learning opportunities regardless of their background or characteristics, in line with the school's Pupil Equality, Equity, Diversity and Inclusion Policy.

To ensure pupils with SEND can achieve to the best of their ability, targets and delivery of lessons for pupils with SEND will be adapted to ensure equitable access. The curriculum and targets will also be adapted for other pupils based on their needs, e.g. pupils with EAL. Where it is inappropriate for a pupil to participate in a lesson for reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

The school will aim to maximise the use and benefits of Music as one of many resources to enable all pupils to achieve their full potential.

The school aims to provide higher attaining pupils with the opportunity to extend their musical thinking through extension activities, such as listening to and interpreting extended pieces of music, engagement with clubs, and research of a musical nature.

11. Monitoring and review

This policy is reviewed annually by the headteacher and the subject leader. The next scheduled review date for this policy is September 2027.

Any changes to this policy will be communicated to all relevant staff members.