

Cleveland Road Primary School

Music Policy

Revised Spring Term 2025

Signed _____ Chair of Governors

To be reviewed Spring Term 2026

Cleveland Road Primary School

Music Policy

Introduction

This policy outlines the teaching, organisation and management of Music teaching and learning at Cleveland Road Primary School. Music is a collection of coordinated sound or sounds. Making music is the process of putting sounds and tones in an order, often combining them to create a unified composition.

The policy has been drawn up by the Music Subject Leader, in consultation with members of the school's teaching staff, and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff, under the direction of their year group leaders. The responsibility for monitoring and reviewing Music teaching and learning rests with the ULT and the Music Subject Leader.

Rationale

Music is a foundation subject in the National Curriculum. The fundamental knowledge, skills and understanding of the subject are set out in the National Curriculum programmes of study. It is a subject that will be taught each term in conjunction with other curriculum areas.

All pupils are entitled to access the Music curriculum at a level appropriate to their needs arising from race, gender, ability or disability and all Music lesson plans will therefore be differentiated to meet the needs of the children in each class. School visits will be planned for throughout the children's time at school and, where necessary, will be adapted to meet the individual requirements of identified pupils.

INTENT

Through our teaching of Music, we aim to:

- Make the Music curriculum accessible to all pupils
- Make Music enjoyable for our children
- Ensure that Music is at the heart of our community
- Develop, in our pupils, a confident attitude to listening and appraising, performing, composing and improvising

We aim to help our children to:

- Know and understand how sounds are created and organised into musical structures
- Know how music is made through a variety of instruments;
- Know how music is influenced by the time, place and purpose for which it was written
- Know how music is composed and written down
- Develop the interrelated skills of reading, performing, composing and appreciation of music
- Enjoy and appreciate a wide variety of musical styles
- Make and quantify judgements about the quality of music
- Enjoy singing and sing in tune

Key Aims

Our key aims are to:

- Enrich the lives of children and young people through singing
- Explore our own voice
- Develop good breath control
- Develop confidence and communication skills
- Support other areas of the curriculum through singing
- Develop team and social skills
- Develop listening and internalizing skills

- Develop good posture
- Improve memory skills
- Learn to control sounds by exercising the singing voice
- Develop vocal technique
- Extend the vocal range
- Develop articulation and diction
- Create and develop musical ideas through the singing voice
- Develop co-ordination skills through movement and actions
- Develop a love of singing

IMPLEMENTATION

Cleveland Road Primary School actively promotes high-quality Music education for all children; the efforts to seek enrichment opportunities for the pupils has been recognised through the achievement of the *Music Mark* award; the commitment to the arts is reflected in the school's drive towards *Artsmark*. Music is a unique form of communication; a universal language that can enrich our lives: music can inspire and motivate; it is capable of raising the spirits, reducing stress and building imagination and empathy. Music is a unique form of personal expression and it can play an important part in the personal development of an individual. It reflects our culture and society and, as such, the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, Music can be a highly academic and demanding subject with many acknowledged benefits including:

- The development of language and reasoning
- Improved coordination, memory and fine-tuned auditory skills
- Emotional development
- Improved mathematical skills such as pattern recognition
- The building of intellectual curiosity and imagination
- Increased engagement and sense of achievement
- Improved levels of creativity and self-confidence
- The development of risk-taking, teamwork, spatial intelligence and discipline

Planning

Class teachers create medium- and short-term plans for Music which, where appropriate, relate to the termly learning journeys for each year group. Each year group produce daily lesson planning for Music or, when using Charanga, annotates the plans to personalise them for their own classes.

Teaching and Learning

We aim to ensure that music is an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing:

- an ability to sing in tune and with other people
- the skills of recognising pulse and pitch
- an ability to play instruments with control and sensitivity
- working with others to make music, recognising how individuals combine together to make sounds
- knowledge of musical notation and how to compose music

Breadth of Study

A breadth of study will be achieved in class by:

- Enabling pupils to take part in musical activities which ensure a progression of knowledge, concepts, and attitudes

- Giving opportunities which develop composing and improvising, performing, listening and appraising skills
- Giving opportunities for pupils to use and understand staff and other musical notations
- Planning for Music lessons which are embedded into the learning journey themes and link with other areas of the curriculum, where appropriate and, in particular, the other expressive arts
- Ensuring that a minimum of six 1-hour Music lessons is implemented in classrooms per term, or equivalent
- Enabling pupils to work individually, in small groups, and as a class
- Giving pupils opportunities to use information technology, with access to relevant computer programmes
- Giving opportunities for pupils to listen to a range of high-quality live and recorded music from different cultures and traditions and from great composers and musicians
- Helping children develop an understanding of the history of Music and how it reflects the time and place in which it was written

A breadth of study will be achieved beyond the classroom by:

- Providing opportunities for children to develop singing skills by performing in weekly singing assemblies, class Music lessons and performances
- Providing extensive enrichment opportunities which enable pupils to work with professional musicians and experience world-class performance in London's renowned performance spaces
- Providing opportunities to work with an ever-widening range of arts organisations such as the BBC Proms, BBC Ten Pieces, the local music hub and the *London Symphony Orchestra*
- Enabling pupils to develop leadership skills in arts subjects through the delivery of whole-school, cross-curricular Music projects
- Developing staff confidence in the teaching of Music through regular INSET and support and through the provision of non-specialist-friendly schemes such as *Charanga*
- Assessing progress with musical skills on a termly basis, and recording children's attainment using our own developed Music Progression Document and Target Tracker

Music in the Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) curriculum is informed by the EYFS statutory framework (2012) with additional guidance regarding its implementation from *Development Matters in the Early Years Foundation Stage* and is underpinned by the *Early Learning Goals*. Our EYFS team uses Music education to support each child's personal and social development as well fostering knowledge, skills and understanding across the Foundation Stage curriculum.

In the recommendations for Early Years music-making commissioned by Sound Connections and published in 2012, Linda Bance of the *London Early Years Music Network* identified four guiding principles which should shape practice in Early Years settings. These are:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates. The framework covers the education and care of all children in Early Years provision, including children with special educational needs and disabilities

In the *Early Years Statutory Framework* there are seven prime learning areas, which are essential for igniting children's curiosity and enthusiasm for learning. The areas build children's capacity to learn, form relationships

and thrive, both personally and academically. They provide a context for learning and for applying essential knowledge and skills:

- Communication and language
- Physical development
- Personal and social development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Our Early Years team considers the individual needs, interests and stage of development of each child in its care, and uses this information to plan a challenging and enjoyable experience in all of the areas of learning and development. Music teaching in the EYFS is implemented through carefully planned-for, purposeful play in addition to a combination of child-initiated, in-the-moment experiences and adult-led learning opportunities. Children learn by leading their own play and by taking part in play that is guided by adults.

Singing

Cleveland Road Primary School is committed to giving every child and young person the opportunity to sing. Singing is a healthy activity and helps individuals express themselves, take part in music-making activities with little or no musical experience, and is a beneficial activity for those with respiratory conditions such as asthma as it improves lung capacity and blood flow.

We believe that singing together strengthens our community. Singing can be a social activity which promotes team work, self-confidence and self-worth within the individual. It is the most natural means of expressing emotions and is a fundamental form of human expression. We believe that everyone should discover their voice in school as part of their educational and cultural entitlement. Singing and aural development should be at the heart of all Music lessons, including instrumental lessons.

Studies have shown that Music improves outcomes for children in other areas of the curriculum including mathematical, reading and language skills. Singing is an integral element of Music education which all children and young people can enjoy without the outlay of purchasing a musical instrument. Singing can be uplifting and good for children's wellbeing.

Instrumental Tuition

Peripatetic music teaching is provided by *Redbridge Music Service*. The bulk of the tuition fees are paid by the school but parents are expected to arrange the hire of the instrument from the music service and make a small contribution toward tuition as a sign of commitment and support. Instrumental tuition takes place during the school day and is taught to individuals or small groups. There is a wide variety of instrumental tuition on offer including violin, cello, flute, clarinet, oboe, trumpet, trombone and cornet.

The *Redbridge Music Service* teachers assess their pupils and provide an annual written report for parents. Additionally, the school offers whole-class tuition in djembe (an African drum). Pupils taking part in djembe lessons and who are learning any of the instruments offered, are given an opportunity to perform in music showcase assemblies. Their achievements are praised and celebrated, not just in the assemblies, but beyond the school, for example through the school newsletter and website.

IMPACT

Outcomes for Children

Children will be:

- Provided with the opportunity to take part in a school choir
- Encouraged to attend regular rehearsals so that progress in singing is made

- Given the opportunity to perform together in concerts, festivals and showcases
- Encouraged to take part in inter-school and borough-wide singing events
- Signposted to other singing opportunities where appropriate outside school, such as the choirs organised by the Music hub

Outcomes for Teachers

Teachers will:

- Have the opportunity to access high-quality CPD in singing
- Engage with experts in the field of Music and work alongside experienced practitioners so that they develop skills to lead singing in the classroom
- Ensure that singing is at the heart of the Music curriculum

Assessment

Teachers assess children's work in Music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons. The school has devised a Music Progression Document that is informed by the National Curriculum and the Target Tracker statements; this document is used to develop summative assessments of each child. At the end of each year, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum. Pupil attainment and effort is reported to parents annually.

The Role of the Music Leader

The role of Music Leader is to:

- Liaise with year-group leaders, attending meetings in an advisory role to help with planning and implementation of Music lessons where required
- Develop staff confidence in the teaching of Music through regular INSET and support and through the provision of non-specialist-friendly schemes such as *Charanga*
- Work with teachers, helping non-specialists gain confidence in their own ability
- Aid, facilitate and monitor planning and provision for Music
- Use the budget to provide resources required to implement the scheme of work
- Keep up-to-date with new developments in the Music curriculum – and share these with staff
- Ensure that teachers receive high-quality professional development
- Share good practice
- Enable pupils to develop leadership skills in arts subjects through the delivery of whole-school, cross-curricular Music projects
- Monitor Music on a termly basis in a variety of ways, such as: interviews with children, observation of lessons, auditing of lesson plans, pupil questionnaires, staff questionnaires, auditing of resources
- Liaise with and develop strong links with external facilitators including the *Redbridge Music Service* and the *London Symphony Orchestra*
- Engage with pupils and their families (for example, through parent workshops) to continuously promote and raise the profile of Music across the school

Resources

Teachers have access to a range of support materials for Music, including schemes such as *Charanga*, physical resources such as a range of song books (stored in the Music Room) and online resources including *Sing Up*.

Equal Opportunities and Special Needs (including Gifted and Talented)

In line with our *Equal Opportunities Policy* we are committed to providing a teaching environment conducive to learning, where each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. This can be achieved through classroom organisation and careful planning that enables the active participation of all pupils.

In all classes there are children of differing ability. Some pupils may need provision to be made for additional support, modified resources or extension tasks. Equal learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. This is done by:

- Setting common tasks that are open-ended and can have a variety of results (targeting Gifted and Talented children).
- Setting tasks of increasing difficulty where some children are challenged with additional tasks (targeting Gifted and Talented children).
- Grouping children by ability and setting different tasks for each group as and when appropriate.
- Providing a range of challenges through the provision of different resources.
- Arranging pupils into mixed ability groups with more-able pupils supporting SEN and EAL pupils to access tasks.
- Using additional adults to support the work of individual children or small groups, especially SEN and EAL pupils.
- Modifying or providing additional resources that can be used to support a child's access to the curriculum.
- Adult/s to support SEN children with fine motor skill needs.
- Differentiated activities and tasks for SEN children.

Inclusion

We recognise that there are children of widely different musical abilities and experience in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We also recognise that, in our inclusive school, Music and the arts are often a key for those pupils with additional needs. We achieve this in a variety of ways in class by:

- Setting open-ended tasks which can have a variety of responses
- Setting tasks of increasing difficulty to challenge and extend pupils
- Differentiation in planning for children who have been identified as talented
- Providing enrichment and extension activities
- Providing opportunities for children to use the musical instruments they are learning within classroom lessons, in addition to classroom percussion

This will be achieved beyond the classroom by:

- Those children who are very able or have a range of musical experiences to draw upon are encouraged to use and develop their talents both within the curriculum, and through extra-curricular performances both within school and in the wider community
- Offering a broad and balanced curriculum that includes Music and the arts
- Providing opportunities for children to learn a musical instrument and offering financial support to enable any child who wishes to, to learn
- Offering whole-class instrumental tuition (djembe (African drum) lessons in Year 4)
- Recognising those pupils who have a special talent for Music, and giving them opportunities to achieve their potential – ensuring their skills are developed appropriately, for example, by signposting them and their families to the school orchestra, to instrumental tuition, to the school choir or to external offers provided by the local Music hub and other organisations

- Ensuring that performance groups such as the choir are inclusive; the school recognises that pupils need to sing in order to find their voices and, therefore, there is no audition for this group – all that is required is a passion for singing
- Engaging with pupils and their families (for example, through parent workshops) to continuously promote and raise the profile of Music across the school

In addition, we will ensure that:

- All pupils have equal access to musical instruments and resources
- All pupils are actively involved in composing, performing, listening and appraising
- All pupils have the chance to practise, rehearse, and present performances to an audience
- Provision is made for any pupil with physical or other disabilities

Pupils are encouraged to share their experiences and culture with others in order to enhance the quality of learning. This will be achieved by pupils experiencing music from:

- Different times and cultures
- Different composers, past and present
- Different performers, past and present

The UNICEF Rights Respecting School Framework

We are proud to be working within the UNICEF Rights Respecting School framework. Ensuring that children understand their rights and responsibilities as per the United Nations Convention of the Rights of the Child is central to our school's ethos. Where learning opportunities and links exist, relevant articles from the United Nations Convention of the Rights of the Child are made explicit through the teaching of the curriculum.

Policy Reviewed: Spring 2025

Date of Next Reviewed: Spring 2026