

Music Subject Policy

School Intent

At The John Harrox Primary School, our curriculum is designed to ensure children have a love for learning and a thirst for knowledge. It recognises children's prior learning, providing first hand learning experiences, allowing the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Children's learning is viewed as a sequence, building blocks of knowledge overtime to achieve a bigger picture; cumulative knowledge is developed over time. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a keen desire for new experiences and knowledge.

We promote 4 key outlooks on our world which include:

A Global Outlook

An Enterprising Outlook

A Creative Outlook

A Healthy Outlook

Each topic that is taught takes one outlook as a focus, ensuring a balanced coverage.

Intent	Implementation	Impact
<p>At John Harrox Primary School we believe that high quality, structured music lessons will inspire children to develop a love of music and their talent as musicians, and so increase their self- confidence, creativity, and sense of achievement. As the pupils' progress, they will develop a critical engagement with different genres of music. Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities, and generations.</p> <p>Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels.</p> <p>Music can be a lifelong source of pleasure. It is education for life.</p>	<p><u>Time allocation -</u> 30 to 40 minutes each week across the year.</p> <p><u>Planning -</u> The school follows the Music Express scheme of work.</p> <ul style="list-style-type: none"> • The two-year Long-Term Curriculum Map (A/B) for each phase shows which aspect of music is being taught and when. • Music Curriculum Map shows coverage across the whole school in each area (Singing, playing instruments, improvising/exploring, composing, listening, and appraising). • Music Progression Map shows the skills in each area of music across the school. • Musical glossary ensures that all appropriate terminology is covered throughout the school. <p>As part of the planning process teachers use these resources to support them in:</p>	<p><u>Expected Outcomes</u> Our Music Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are following the progression within the curriculum, they are deemed to be making good progress. In addition, we measure the impact of our curriculum through the following methods:</p> <p><u>Assessment and Record Keeping</u></p> <ul style="list-style-type: none"> • Formative ongoing assessment by the class teacher to include discussion with the child, video clips/images loaded onto Seesaw and lesson observations. • Using the school's music assessment grid to record children who are working towards or working above expectations for the year group. The assessment stands are aligned to our progression map.

<p>Our music curriculum provides the children the opportunity to develop their skills using a range of instruments and technology.</p> <p>Children will learn the skills of performance, improvisation, composition, listening and appraising of various genres of music.</p> <p>Children will be encouraged to evaluate music from a range of historical periods, genres, styles, and traditions as well as studying the works of great composers and musicians.</p> <p>The children will learn to use their voices to create and compose music on their own and in an ensemble. Children will have the opportunity to learn a musical instrument and use technology appropriately to progress to the next level of music.</p> <p>Children will understand and be given the opportunity to explore how music is created, produced, and communicated by learning through the inter-related dimensions of music: pitch, duration, Dynamics, tempo, timbre, texture, structure, and appropriate musical notations.</p> <p><u>National Curriculum & Model Music Curriculum</u> We deliver the subject content as outlined in the Early Years Framework and the National Curriculum through the Music Express Scheme which is aligned to the Model Music Curriculum.</p> <p><u>Early Years Foundation Stage</u></p> <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. 	<ul style="list-style-type: none"> • Planning a sequence of lessons (including vocabulary) becoming the building blocks of knowledge over time. • Challenge questions for children to apply their learning, reflect, and evaluate their work. • Trips and/or visiting experts will enhance the learning experience • A means to display and celebrate the pupil's compositions in their class. <p><u>Teaching and Learning</u> To aid pupils' all-round development in music, we provide opportunities for independent learning and creative risk taking. Appropriate teaching styles are used for different activities.</p> <p>We provide opportunities for collaborative group work as well as individual tasks.</p> <p>School clubs including singing and percussion, and individual lessons are provided for children to take part in to aid their creative risk taking and giving them the opportunity to learn an instrument or be part of an ensemble.</p> <p>Peripatetic music lessons are offered to children, on a weekly basis. The children can choose from one or more of the instruments, violin, guitar and piano. These lessons are taught by members from the Lincolnshire Music Hub; therefore, a subsidised cost is required.</p> <p>During assemblies, children actively listen to music and respond to questions using key vocabulary.</p>	<ul style="list-style-type: none"> • Evidencing children's progress on the schools Seesaw app. <p><u>Monitoring, Evaluation & review</u></p> <p>This policy should be reviewed by all staff and governors on a regular basis. To ensure that this policy is in practice, and to help teachers keep track of their own work and needs for support or training, the music co-ordinator keeps an updated record of developments and monitors progress within this curriculum area.</p> <p>This policy will be reviewed in 2026. Evaluation of the policy and practice will take place annually.</p>
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<ul style="list-style-type: none"> • They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p><u>Key Stage 1 should be taught to:</u></p> <ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes. ▪ play tuned and un-tuned 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. <p><u>Key Stage 2 should be taught to:</u></p> <ul style="list-style-type: none"> ▪ 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. 	<p>Once a week, the whole school partake in singing assembly where we incorporate rounds, echo, and sign language where appropriate.</p> <p>Children are taught a tuned instrument, during whole class teaching for two terms throughout their time within the school by the Lincolnshire Music Hub Service or a music specialist in LKS2.</p> <p><u>Resourcing</u></p> <p>Staff have full access to the Music Express scheme and supporting instruments to aid performance. The Music Hub Service also teach weekly music lessons to KS1 children for one term per class per year.</p> <p>Music resources are stored outside Donaldson classroom for easy access for all, and are audited by the subject leader.</p> <p><u>Equal Opportunities & Inclusion</u></p> <p>Music is a fundamental part of our curriculum where all children are encouraged to develop a love and passion for music and achieve their full potential. It is available to every child and all children take part in creative activities, making a positive contribution to the life of the school and local community. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender, and ability. Teaching children with Special Educational Needs requires thought and staff consider this when</p>	
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	<p>planning lessons, providing support and/or differentiated activities as necessary.</p> <p><u>Enrichment & Extension</u> One of our 4 key drivers is the Creative Outlook, which includes all of The Arts.</p> <p><u>Creative Outlook</u> Our curriculum aims to ensure the children can develop a creative view of the world, developing an understanding and appreciation for the arts. This key outlook encompasses:</p> <ul style="list-style-type: none"> • Ensuring music takes a lead when planning a topic. • Following a clear progression of skills within music. • Providing clubs, concerts and lessons which develop a creative outlook. • Planning creative lessons and developing creative thinking • Providing open ended tasks which provide children with choice • Attending theatre performances • Watching performances (performed by children and visitors) • Listening to music from varied genres and instruments within assemblies • Develop links with local secondary teachers 	
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We have carefully considered the sequencing of our teaching of music through the Music Express scheme. The teaching sequence of the units has been mapped out across the year groups and through each year in the subject overviews and the curriculum map to ensure the best learning progression for the children. For example Year 1: Control vocal dynamics, duration and timbre (Unit 4); Year 2: Chant and sing in two parts while playing a steady beat (Unit 4); Year 4 play scales and chromatic melodies accurately (Unit 4); Year 6: Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)