Music Policy

Four Swannes Primary School

**VALUES AND AIMS**

At Four Swannes Primary School, music is a vital part of the curriculum and school life. We aim to provide high-quality music teaching and learning opportunities that inspire creativity, foster confidence, and develop an appreciation of music as both a cultural and personal experience.

Our aims are to:

* Develop enthusiasm, enjoyment and appreciation of music of different kinds, cultures, and traditions.
* Nurture creativity and confidence in expressing musical ideas through singing, composing, and performing.
* Develop an awareness and understanding of the elements of music (pitch, duration, pace, timbre, dynamics, texture, structure and silence).
* Provide opportunities for listening, appraising, composing and performing using voice and instruments.
* Enhance social development through collaboration, teamwork, and sharing musical experiences.
* Enable each child to access the National Curriculum in music and to progress through a structured, coherent programme of study.
* Foster a love of music that pupils will carry into later life.

**OBJECTIVES**

**Learning**
Learning in music is essentially practical, with opportunities for children to experiment, explore, and investigate sound. Children are taught to:

* Listen carefully and evaluate music from a variety of genres and eras.
* Share ideas, participate as members of a group, and perform with increasing confidence.
* Use correct musical vocabulary when discussing and appraising music.
* Respect and care for instruments and resources.
* Apply creativity in both structured and open-ended tasks.

**Teaching**

* A wide range of teaching styles is used, including whole-class, group, and individual activities.
* Charanga is used to support planning, teaching and progression, ensuring coverage of all National Curriculum requirements.
* Music is also integrated into other subjects, such as Science (vibrations and sounds) and languages (rhythm, song, and performance).
* Teachers provide opportunities for performance and creativity, including improvisation and composition.
* Inclusive practice ensures all children, including those with SEND, have meaningful access to music learning.

**Recording and Assessment**

* Teachers record children’s musical learning through a class Music Journal which includes teacher notes, photographs, pupil voice, and evidence of what has been covered and achieved.
* A structured system is in place for **pre-unit and post-unit recordings** of performances, enabling tangible evidence of progress in skills such as rhythm, pitch, and expression.
* Checklists are used to identify strengths and areas for development.
* The Music Lead reviews these recordings to support teacher planning and to ensure progression across year groups.
* General progress is reported to parents in end-of-year reports.

**THE PRESENT SITUATION**

**Planning**

* Music is taught weekly as a discrete subject using the Charanga scheme, ensuring progression from EYFS through KS2.
* Planning is aligned with the National Curriculum 2014, with lessons designed to be engaging, practical, and musically valuable.

**Whole School Activities**
Music plays an important role in the wider life of the school. Pupils are given regular opportunities to perform and to celebrate their learning, including:

* **Half-termly music assemblies**, where each year group performs pieces learned during the term.
* **Termly talent shows** (two year groups at a time), where children are encouraged to showcase their talents, often linked to music.
* **Annual production** for parents which involves music and dance.
* **Christmas Carol Service** at a local church or at school.
* **Creative dance performances** with live or recorded music.
* **Class assemblies**, where children perform musical work to parents and the school community.
* Visits from professional musicians and ensembles, including opportunities to experience music from different cultural traditions.
* Trips to workshops (e.g. drumming) to widen children’s musical experiences.

**Choir and Community Links**

* A KS2 choir runs weekly as an after-school club.
* The choir performs in school concerts, local community events, and national opportunities, raising the profile of music both within and beyond the school.

**PRESENTATION**

Children’s work in music is presented in a variety of ways, including:

* Live performance (solo, group, and whole class).
* Composition (recorded, graphic, pictorial, or written).
* Audio/video recordings for assessment and reflection.
* Pupil voice discussions to evaluate their learning.

**RESOURCES**

* **Charanga** is used as the core resource across all key stages.
* Each year group has access to a **listening centre** to support appraisal and listening skills.
* A central collection of **instruments** is maintained, including percussion, recorders, guitars and keyboards.
* We aim to continue expanding our resources by:
	+ Purchasing more pitched instruments.
	+ Building a wider collection of world instruments to support cultural diversity.
* **Recording equipment** (laptops, tablets, microphones) is available to capture performances and support assessment.

**LEADERSHIP, ASSESSMENT AND FEEDBACK**

* The Music Lead oversees curriculum planning, progression, and the quality of teaching across the school.
* Progress is tracked through recordings, journals, and teacher observations.
* The Music Lead reviews class evidence regularly to ensure consistency and progression across year groups.
* **Peer lesson observations** take place once per term to support teacher development and share best practice.
* Pupil voice is collected to evaluate enjoyment, engagement, and confidence in music.
* Verbal and written feedback is given to pupils to support their musical development.
* Assessment outcomes are used to inform future planning and identify opportunities for enrichment.

**REVIEW**

This policy will be reviewed annually by the Music Lead in consultation with staff and the Senior Leadership Team.

**Last reviewed: March 2024**
**Next review: March 2025**