

Tow Law Millennium Primary School Music Policy



Intent

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so 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 also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

At Tow Law Millennium Primary School, we encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. Through the study of a wide range of traditional and non-traditional musical styles, the children will investigate the background to these pieces of music. This encourages them to become thoughtful, respectful citizens, familiar with cultures and ideas which are not necessarily their own, giving them a rich cultural capital. While listening and appraising music, children will learn new vocabulary and use this confidently, which they can take with them into their secondary education and beyond.

Through our supportive and inclusive school ethos, children can build on their self-esteem while singing and performing in front of their classmates, school and the local community. Through the school choir, Christmas and seasonal performance and community events, all children will be provided with a wide range of memorable, confidence-building experiences that they will remember in many years to come.

The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

Implementation

a. Curriculum planning

Our school uses the 2014 National Curriculum when considering what is to be taught in music. We use the *Kapow* digital music resource to aid planning and lesson delivery alongside planning from Durham Music Service.

We carry out the curriculum planning in three phases (long-term, medium-term and short-term). The long-term plan maps the topics studied in each term during the academic year, with the programme delivered through a rolling programme so that each cohort of children are taught the knowledge, skills and understanding set out in the National Curriculum. Copies of the long-term plan can be accessed in the Music folder on the SharePoint.

The medium-term plans give details of each unit of work for each term. Coverage is assessed at the end of each term.

The class teacher will use *Kapow* to support their planning and sequence. If that class is being taught by the Durham Music Service the class teacher will work closely with Durham Music Service to understand the sequence of learning. The class teacher is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences (musical dimensions);
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music making.

b. Resources

There are sufficient resources for all music teaching units in the school. We keep resources for music in the school hall in a blue cupboard. The scheme is used as a framework or guide, teachers use their own professional judgement to the suitability of all learning experiences. We can sign-post children to some online resources.

Where required, CPD and advice is provided to staff members to increase confidence and knowledge when teaching music.

c. Foundation stage

In EYFS pupils are taught music skills and knowledge within the specific area of Expressive Arts and Design from the Early Years Foundation Stage Curriculum. Children take part in music activities through both focussed and child-initiated work to develop their skills and learning to meet the Early Learning Outcomes and Early Learning Goals for this area. These early experiences include exploring and experimenting with songs and instruments to develop their creative skills to their potential.

We provide a range of experiences that encourage exploration, observation, and participation. These activities, indoors and outdoors, attract the children's interest and curiosity. Children are encouraged to share their work with others or as part of a group to develop their confidence further.

During the Early Years Foundation Stage children are provided with plenty of opportunities for musical stimulation, listening and interaction, whether at free playtime or during organised music sessions the emphasis is on playing, singing, dancing, listening, and playing freely with instruments inside and outside. Whilst engaged in these experiences, our early years children could be learning about pitch, and melodic contour, about beat and rhythm, texture, timbre, phrase, composing, creating their own music and making their own choices. All learnt through play.

d. Teaching music to children with special needs

All pupils, regardless of their needs must be part of the music lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children, including those who are more able or have learning difficulties. When teaching music, we consider the outcomes set for the children in their Education Health and Care Plan

(EHCP) or support plans, some of which may be directly related to music targets.

In accordance with our school ethos, we support the development of the whole child whilst valuing and celebrating all the special abilities displayed by children. We believe that some pupils may have exceptional special abilities and talents and that monitoring these is our responsibility. The more able pupil has particular needs because they demonstrate an exceptionally higher level of ability when compared to pupils of the same age in one or more curriculum areas.

Impact

a. Assessment and recording

Teachers assess children's work in music by making informal judgements as they observe them during lessons. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and records these on an assessment grid. Through CPD with Durham Music Service the subject leader and advisor are currently working on assessment for music across the whole school. For the meantime, topics taught from Kapow will be assessed using the outcomes on the website, deciding whether children are emerging, developing or secure. The children working with the advisor are being assessed by the advisor and classroom teacher.

Interim report

b. Monitoring and Review

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader may review samples of children's work which is often in the form of recordings and visit classes to observe teaching in the subject.

Signed: A. Mahon

Date: Summer 2025

Policy to be reviewed: Spring 2027