



Stanford in the Vale CE Primary School Music Policy



At Stanford In the Vale, we believe 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 enable children to better understand the world that 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 to 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. This policy is part of an overarching school Arts Policy

Intent - What do we want our Music teaching to achieve?

We plan musical activities in such a way as to encourage full and active participation and enjoyment by all children. We wish to ensure musical participation through whole school, class, group, or individual activities.

Music for EYFS students has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, motor skills, memory, aural awareness, and singing skills. EYFS objectives within the areas of communication and language development, physical development, personal, social, and emotional development, mathematics, understanding the world and expressive arts and design all contribute to laying the foundations for effective learning in Music throughout the primary phase.

The National Curriculum aims to ensure that all pupils in KS1 should:

- *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 interrelated dimensions of music*

And in KS2:

- *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 interrelated 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 musician*
- *develop an understanding of the history of music.*



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Implementation – how we will achieve this

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. In Year 5 the children have the opportunity to learn an instrument as a class orchestra, being taught by a First Access Scheme teacher from the county. This provides an opportunity for children to use and be taught an instrument, which we hope they will continue personally after Year 5.

Increasing Pupil involvement

We seek to provide enrichment experiences beyond the content of standard Music curriculum, so every child can find their passion.

- We provide a wide range of musical instrument lessons delivered by peripatetic teachers; guitar, string, piano and Rocksteady lessons (performing in a small rock band).
- We promote enjoyment through listening to professional musicians who visit the school
- We provide opportunities for participation in practical workshops.
- We encourage children to participate in music-making activities outside the school, e.g. through singing carols in the Nursing Home at Christmas, performing at the school fete...
- Opportunities for children to take part in larger scale performances such as Christmas Play, Y6 end of year production, Stanford's Got Talent, local singing events with other schools.
- We promote and sign post children to musical agencies/opportunities outside of school.

Impact

Assessment will be mainly through teacher observation and children's work but will include the general observations of other adults, pupil voice and where appropriate photographs & video evidence. Assessment of pupils' skills is carried out by using the schools online tracking resource.



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Celebrating Success

All musical achievement is recognised and celebrated across the school whether it comes from school or out of school events. We recognise that young people have different talents and passions and we aim to encourage and support this diversity. Children who have been identified as gifted and talented are actively encouraged to participate in musical sharing opportunities such as Collective Worship, and celebration services e.g. Mother's Day Service.

Inclusion

At our school, we teach music to all children, whatever their ability and individual needs. We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, e.g. in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Resources

There are sufficient resources for all music teaching units in the school. We keep a good supply of clearly labelled resources for music in a central area, which is easily accessible by adults and children. CDs to support listening to music are kept in a cupboard in the Hall along with a supply of song books. The library contains a good supply of topic books to support children's individual research.

Monitoring and review

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- gives the headteacher and governors an annual summary report in which s/he evaluates the strengths and weaknesses in music and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.

Written February 2025

To be reviewed February 2026