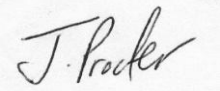


PIONEER

FEDERATION



Music Policy

Review cycle	1 / 2 / 3 years	Date: September 2025
Approved by	Executive Headteacher	
Changes made in this review cycle		
Linked policies	Early years Teaching and learning Subject leadership	
Signed		Date: September 2025
Position	Executive Headteacher	
Date of next Review	September 2026	

“Music is a universal language that embodies one of the highest forms of creativity.”

MUSIC POLICY

INTENT

Our aims in teaching music are that all children, regardless of their level of ability, will have the opportunity to experience music that is cross-curricular (comprising the elements of listening, performing and composing) and linked to class learning in accordance with the National Curriculum.

IMPLEMENTATION

Lessons are:

- appropriately resourced in time, space and equipment. Equipment is inclusive and suited to all abilities through the use of a variety of instruments, range of beaters and ear defenders as appropriate.
- built on previous experience and sequenced to develop key vocabulary, skills and techniques
- pitched at the right level to enable pupils to be challenged for their age group and supported to learn through modelling and co-operative group work

IMPACT

Children, from their listening, will recognise genres, styles and composers. Children will perform songs and use instruments to an increasingly more complex standard throughout the key stages. Children will have the confidence to improvise and compose using a range of instruments and techniques and will use a range of ways to notate their work.

Teaching and learning

Music is important because:

- it is fun and an enjoyable activity.
- it helps build confidence and self-esteem.
- it can develop a love of music which may be important in later life in the pursuit of leisure.
- it helps children to work co-operatively.

Children will learn to listen carefully and respond physically to a wide range of music. They will play musical instruments and learn a variety of songs from memory, adding accompaniments and creating short improvisation and composition, with increasing confidence, imagination and control. They will explore how sounds and silence can create moods and different effects.

Each Music session will have:

- a clear Learning Objective.
- an element of speaking and listening.
- modelling of activities at a level which is appropriate to the needs of the children within the class being taught.
- a plenary or series of mini-plenaries used throughout the lesson to reinforce the Learning Objective, address misconceptions or to move the children’s learning on further.
- over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.

Music is taught, wherever possible, as part of an integrated topic focusing on the musical elements. It is taught throughout the year, with special events being held throughout the year to focus on different elements of the music curriculum – such as talent shows, end of term productions and assemblies/ services.

Class teaching, co-operative group work and individual work are used where appropriate. The teacher leads where appropriate and gives opportunities for composition, performance and experimentation.

Children learn an instrument in Key Stage 2 (e.g. recorder/ ukulele). Pupils are also given the opportunity to have specialist instrument lessons by the teachers that come in, both from Create Music and privately hired companies.

Equal Opportunities and Inclusion

All pupils, irrespective of ethnicity, religion, gender or ability, are given equal access to the Music curriculum where possible. SEN pupils will be supported through a range of resources such as a variety of instruments, selection of beaters and ear defenders as appropriate. They will be also be supported in their learning from clear modelling, chunking of instructions and co-operative group work. Able, gifted and talented pupils will be supported through the subject, developing analysis, thinking skills and evaluation techniques. Teachers will aim to be sensitive to issues linked to ethnicity and religion.

Resources

Resources are available for each Key Stage. The Early Years keep a selection of instruments in their classrooms. The subject leader updates resources when needed.

Assessment, Record Keeping and Reporting

- Assessments are used diagnostically by teachers to evaluate learning, inform teaching and to inform future provision.
- Appraisal evidence is added to the relevant subject book for each pupil.
- Recordings of composing and performing are uploaded to shared planning folders at last twice termly.
- Music is included at the end of the academic year in each child's School Report and is given a grading for attainment.
- Children receiving tuition also receive reports from the Music Service.
- The music subject leader keeps samples of children's work in a portfolio, which is used to demonstrate the expected level of attainment in Music for each age group.

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 Music across the federation.