

Buckshaw Primary School



Music Policy

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. We want music to inspire self-confidence in our children through development of a fun and safe learning environment, and encourage a feeling of fellowship through shared creation and appreciation of music.

We believe that learning music prepares pupils to participate in a rapidly changing world learning skills that the pupils will be encouraged to develop. Skills that they will be able access in the future will help them to promotes initiative, confidence and independent learning and encourages diversity within society.

Aims and Objectives

At Buckshaw Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Our objective at Buckshaw Primary School is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

Organisation

In our school we teach Music to all our children as part of our normal school curriculum. The lesson should be at least 40 minutes in duration.

The curriculum

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as various concerts and performances both in and out of school. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum. Pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to

sing and to use their voices, to create and compose music on their own and with others. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Open ended tasks are provided that can have a variety of responses and teachers also differentiate activities using the Charanga Bronze, Silver and Gold challenges. An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology. Teachers can also use the 'freestyle' element of the package to provide cross curricular lessons that also follow children's interests.

In EYFS, teachers follow the Development Matters Guidance where children begin to build a repertoire of songs and dances. They also explore the different sounds of instruments. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

In KS1, the children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds. They also listen and move to a wide range of music.

Children in KS2 build on the skills acquired in KS1 so that, by the end of year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

Performance is at the heart of musical teaching and learning. Every child at Buckshaw Primary School is given the opportunity to perform to each other in class. In Year 4 and 5 children learn to play the Ukulele, taught by a Peripatetic teacher during 1 hour weekly lessons. Key Stage 2 children are also given the opportunity to have small group weekly lessons in violin or flute. Our Christmas and end of year performances provide an opportunity for the children to share their work in music with parents, governors and other friends of the school. In addition, children at Buckshaw Primary School are able to use technology (like iPads) Children from the youngest year groups use apps to explore musical sounds, whilst this progresses through different programmes until UKS2, where children can compose whole songs.

Resources

Musical instruments are stored centrally in a storeroom and maintained by the Music Subject leader. Each teacher has on-line access to Charanga and uses this for planning and assessment. In addition KS1 and 2 have a bank of ipads that are available for digital music recording.

Inclusion

All pupils shall have the opportunity to learn. The school promotes equal opportunities and fairness of distribution of music resources. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the music curriculum dependent upon their needs.

Groupings for Music may be different than for other lessons due to the creative nature of the subject.

Assessment, Recording and Reporting

Most assessment is formative and is used to support teaching and learning and inform future planning. The teacher assesses the children's progress in Music based on their achievement of the learning objectives in lessons. When written work is produced, it is marked in line with the school policy. Evidence is recorded onto Charanga and on the Teacher's Drive for Music.

Monitoring

Monitoring is carried out by the subject leader in the following ways:

- Informal discussion with staff and pupils
- Work sampling
- Classroom observation

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#) for Music, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Jeanette Robinson Music Subject Leader

Review September 2025