

Hempshill Hall Primary School



Music Policy 2025

Introduction

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, develop a sense of rhythm and pulse and begin to record their creations (National Curriculum 2014).

At Hemps Hill Hall, we want our children to be engaged and inspired to develop a love of music and increase their self-confidence, creativity and sense of achievement. We educate our pupils, so they have a coherent knowledge and understanding of a variety of musical styles and composers, how music is created and connects us together.

Using a clearly planned curriculum, our children are equipped with a variety of skills in musicianship. Each child learns to play glockenspiels in Year 1, recorder in Years 2 and 3. In Year 4 they learn the guitar and in Years 5 and 6 djembe drums. After Year 4, children also have opportunities to develop their guitar playing further through after school provision of 'Area band'.

We believe that music helps to develop the whole child, for example music promotes resilience, self-expression, confidence, positive mental wellbeing and a sense of belonging. Our children feel empowered to have a life-long love of music, realising that "music feeds the soul" and binds us together.

Intent, Implementation, Impact

Intent

The National Curriculum for music aims to ensure that all pupils:

- *perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.*
- *learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.*
- *understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*

We also aim to

- Provide learning experiences which promote and encourage the development of self-confidence, self-esteem and self-expression.
- Encourage an appreciation of other children's work and create enthusiasm for the art of performance.
- Gain skills needed to use instruments carefully and meaningfully particularly in whole class ensemble.
- Celebrate creative achievements and musical talent of individual pupils and encourage opportunities to work co-operatively.
- Nurture life-long learning and enjoyment through developing the understanding that music can be a social or personal activity.
- Provide opportunities for developing musical skills through an enriched curriculum.
- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

Implementation

- The school uses the Kapow music scheme, to ensure full skills coverage. These plans are also flexible in that they can be tailored or altered to provide the best learning experience and improve staff confidence.
- In each lesson, all children follow a consistent approach to learning (see below) which builds on knowledge and skills, extends their capabilities and promotes confidence.
- A variety of equipment is provided to allow for the exploration of music.
- Children in F2-Y6 access a music assembly every two weeks, where they have the opportunity to sing both familiar and new songs.
- Children in Y1 – Y6 have the opportunity to play an instrument which progresses in difficulty as they continue their music journey through school. Y1 and Y2 play the glockenspiels, Y3 play the recorder, Y4 the guitar and djembe drums in Y5 and Y6.
- Extra-curricular activities are offered to children across the school.
- Outside providers support and enhance continued development of music.
- Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Kapow planning.
- All children have opportunities to perform in concerts and performances.
- A weekly whole school singing assembly takes place for everyone in the school to come together and sing. Key Stage Singing assemblies, led by a music specialist, are delivered separately.

Impact

- Most children are reaching the end of year expectations in terms of attainment and progress.
- Children form an opinion on their favourite genres of music and music they do not enjoy.
- Children build confidence in both performing to an audience and in their own abilities.
- Child can identify various genres of music.
- Children are able to compose own music.
- Children become progressively able to scribe their own music, leading up to them reading and writing music on a staff.

National Curriculum Aims

Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. EYFS lessons are taught using the "Music Development Matters in EYFS" guidance.

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Music Curriculum Key stages 1 & 2

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2014:

Key stage 1

Pupils should be taught to:

- 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 inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 inter-related 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 musicians develop an understanding of the history of music.

Our Curriculum

Long term planning

- The National Curriculum for Music 2014, Development Matters and the Early Learning Goals (Expressive Arts and Design) provide the long-term planning for Music taught in the school.
- The music curriculum ensures pupils sing, listen, play, perform and evaluate.

- The school follows the Kapow schemes of learning and long-term planning outlines which topic will be covered by which year group and at what time of year.
- There are also weekly singing assemblies and the learning of instruments.

Medium term planning

- F1 plan directly from Birth to 5 Matters and the Foundation Curricular Goals. Planning of the topics in F1 is shown on the medium-term plans.
- F2 to Y6 use the Kapow schemes of learning as their medium-term planning documents.
- Music is taught half termly, either for an hour weekly or blocked as a unit of work.
- The Kapow Scheme provides objectives for each unit of work and a sequence of lessons that maps out the step-by-step progression of skills and knowledge.
- These lesson sequences are reviewed and edited to ensure the highest quality learning outcomes for the children.

Short term planning

- The Kapow scheme of learning provides teachers with individual lesson planning to achieve specific lesson objectives and assessment opportunities and incorporates teaching methods outlined below.
- Teachers of EYFS ensure the children learn through a mixture of adult led activities and continuous provision both inside and outside of the classroom.

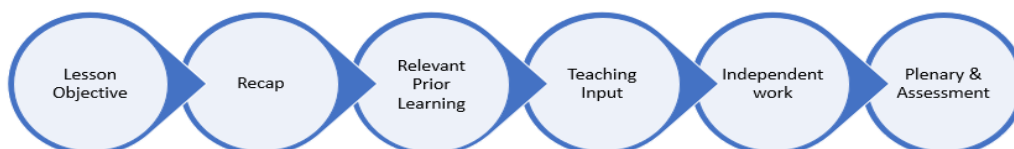
Teaching Methods

All teaching follows the approach outlined in our whole school Teaching and Learning Protocol document.

In lessons children will have the opportunity to:

- Understand and identify the musical elements of rhythm, pitch, duration, dynamics, tempo, timbre, texture and structure, through practical experiences.
- Explore sound, compose and develop skills of music making.
- Develop musical appreciation; listen to a range of styles and composers from different cultures, historical periods, genres styles and traditions.
- Regularly listen to and appraise their own work as well as the work of others.
- Perform as individuals, as a member of a small choir/ensemble group/whole school.
- Learn a wide repertoire of songs through the use of good vocal techniques.
- Learn musical instruments in class, group or individual lessons and perform accordingly.

Lessons take the following structure, ensuring prior knowledge is recapped and children have the opportunity to work collaboratively with their and teachers, and also independently.



How does Music link to other subjects?

We recognise how the music curriculum can enhance and enrich other areas of the curriculum through:

- Improving listening skills
- Promoting self-expression
- Developing creativity.

Music can be seen across the curriculum in a variety of different subjects. Below are just a few examples of where you may see cross-curricular Music.

English – Supporting language and drama work.

History – Identifying genres that link to specific periods of time.

PE - Link with dance.

Science - Exploring sound through music making in science.

Computing – Using Information Technology to compose and record sounds.

Special educational needs & disabilities (SEND)

Music forms part of the school's curriculum policy to provide a broad and balanced education to all children. We are inclusive and provide learning opportunities that are adapted to meet the needs of all children.

Gifted and Talented

Gifted and talented pupils are given opportunities to take a lead in performances and in group work. They are also encouraged to progress of their learning of a musical instrument. Musical activities are often open-ended and can involve participation at many levels.

Enrichment

Music within the curriculum is enhanced and supported by extra- curricular activities including a KS2 choir and ensembles such as those organised by the Nottingham Music Hub. Performance opportunities in school include during assembly's, the school annual talent show and in various concerts and performances throughout the year. Where possible children are given opportunities to access live performance. It is also our aim to increase the number of musicians that visit our school, particularly of a local nature, to stimulate and drive the learning of the children.

Assessment

Assessment is an essential part of the teaching process for Music and is used to help inform planning and ensure provision for any learning gaps that may arise. Assessment is carried out by observations and effective questioning during all lessons. Teachers then use this knowledge to make judgements against the lesson objectives sequenced at the beginning of each unit. An overall termly judgement is made to show whether children are working below, working towards or at the expected standard.

Monitoring

The curriculum leader, alongside SLT and governors, is responsible for monitoring and evaluating curriculum delivery and outcomes. This is achieved through book scrutiny, planning scrutiny, resource audits, learning walks, pupil voice and lesson observations.

Learning at Home

- Children are encouraged to continue their learning at home by nurturing their passions, listening to and composing their own music.
- Our family homework projects allow children to extend their learning, follow their interests and involve parents/carers and wider family members in their learning. Parents are invited into school to celebrate children's work.

Role of Subject Leader

The role of the subject leader:

- The subject leader, together with the senior leadership team and governors, are responsible for monitoring and evaluating the quality of teaching and learning of music across the school.
- The subject leader is responsible for ensuring continuity and progression of knowledge and skills through the coverage of the subject.
- The subject leader is responsible for collecting and analysing school data in consultation with the assessment coordinator.
- The subject leader will undertake any relevant training (including termly NST training) and keep abreast of current initiatives.
- The subject leader will regularly deliver CPD for staff in school.
- The subject leader is responsible for the ordering of resources to enable delivery of lessons.

What careers could Music lead to?

Music has an integral part in the development of children which can lead to many careers in the future. These include becoming a musician, songwriter, lyricist, music producer, sound technician, journalist or writer, DJ, music therapist, record producer, composer, orchestrator or a teacher.

This policy was updated in September 2025. Next review September 2026.