



Music Policy

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Stanley Crook Primary School

Music Policy

Intent

Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Stanley Crook Primary School with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Implementation

At Stanley Crook 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 is an integral part of our school life and our teaching focuses on developing the children's ability to sing in tune, developing their expression and ability to listen to others. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. Children are taught to make music together with tuned and un-tuned instruments and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

Impact

Children will:

- ☐ enjoy and appreciate a wide variety of musical styles;
- ☐ explore how sounds are made, and how music is produced by a variety of instruments;
- ☐ develop imagination and creativity;
- ☐ build a sense of pulse and rhythm;
- ☐ understand a range of musical vocabulary;
- ☐ develop the interrelated skills of composition, improvisation, performance and appreciation;
- ☐ enjoy a wide range of songs and sing in tune;
- ☐ develop positive attitudes and to experience success and satisfaction in music.

Teaching and Learning

Music in the Early Years

We teach music in Reception as an integral part of wider learning and other work covered during the year. As part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world. Reception children also have access to the Charanga Music Scheme.

Key Stage One and Two Curriculum

Our school uses the Charanga scheme (from Durham Music Service) as the basis for its curriculum planning. This scheme has an integrated, practical, exploratory and child led approach to musical learning.

The scheme has been adapted into a bespoke progression and sequencing plan across a two-year rolling programme, so that all children are given sufficient opportunity to learn, apply and revisit key knowledge and skills.

The learning within this scheme is based on:

- ☐ Listening and Appraising,
- ☐ Musical Activities (including Creating and Exploring)
- ☐ Singing and Performing.

While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. All musical learning in the scheme is based around the Interrelated Dimensions of Music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Additional music teaching

In order to enrich the musical experiences of all our children, Stanley Crook Primary school currently welcomes a range of external providers who work with the different year groups over the school year. The children recently enjoyed workshops from Rocksteady Music and Brass lessons commenced in September 2025 for some of our pupils.

Musical events

Children take part in singing practice, assemblies and have opportunities to perform in public, for example groups of children have been invited to sing in and around the local community and perform at Durham Cathedral. Children are also given the opportunity to listen to a range of music at the beginning and end of our assemblies. At Christmas time, the whole school takes part in a musical performance of some kind, with the focus being the Team Christmas performances, which are always well attended by parents/ carers and enjoyed by our school community. At other times of the year e.g. class assemblies, year groups or the whole school get together to provide appropriate musical entertainment. There is a brass band concert which takes place in the Summer Term each year for the whole school, organised through the Durham Big Brass Band event.

Resources

The following resources are available to aid the teaching of music at Stanley Crook Primary School;

- ☐ Charanga music scheme – all teachers and TA's have individual logins
- ☐ sound system, laptop and projector in the hall
- ☐ a range of musical resources on CD which includes classical, popular and cultural music
- ☐ a selection of un-tuned percussion instruments
- ☐ tuned instruments – glockenspiels and recorders
 - ☐ Durham Music Service delivering music tuition once per week.

Assessment

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings are made of live musical performances for the children to use as self-assessment. On completion of a piece of work, the teacher will assess the work and give oral feedback. Older and more able pupils are encouraged to make judgements about how they can improve their own work using the Music Passport system. Individual class teachers will keep samples of children's work in music for their own evidence.

Equal opportunities

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. All resources/materials have been reviewed with equal opportunities in mind, e.g. race, gender, ethnicity. Learning experiences in music will be available to every

child, regardless of race, gender, class or ability. Pupils will be encouraged to value social and cultural diversity through musical experiences. They will listen to, and participate in, a variety of experiences in a positive and constructive role.

Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- ☐ setting tasks which are open-ended and can have a variety of responses;
- ☐ setting tasks of increasing difficulty;
- ☐ grouping children by ability and setting different tasks for each group;
- ☐ grouping children in mixed ability groups;
- ☐ providing resources of different complexity, depending on the ability of the child;
- ☐ using teaching assistants to support the work of individuals or groups of children.

Role of the Subject Leader

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

- Monitors and evaluates the music provision
- keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject;
- reviews the success of the Charanga music scheme and reviews evidence of children's work;
- arranges external music providers to work with different year groups.
- audits musical instruments