



Music Policy

Completed by:	Mrs M Norris
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Stanley Crook Primary School

Music Policy

1. Aims

At Stanley Crook Primary School, we believe that music is a powerful and universal form of communication that can inspire creativity, build confidence and bring people together.

This policy aims to ensure that all pupils:

- Receive a broad, balanced and ambitious music education.
 - Develop a love and appreciation of music.
 - Gain the knowledge, skills and understanding required to perform, compose, listen and appraise music effectively.
 - Experience success and enjoyment through a wide range of musical opportunities.
 - Develop creativity, self-expression and confidence.
 - Access a progressive curriculum which builds knowledge and skills over time.
 - Appreciate music from different cultures, traditions and historical periods.
 - Develop cultural capital through musical enrichment and performance opportunities.
 - Are prepared for future learning and lifelong engagement with music.
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2. Legislation and Guidance

This policy is based on:

- The National Curriculum in England.
 - The DfE Model Music Curriculum.
 - The Early Years Foundation Stage Framework.
 - The SEND Code of Practice (2015).
 - The Equality Act 2010.
 - Ofsted's Education Inspection Framework.
 - Durham Music Service guidance.
 - Stanley Crook Primary School Curriculum Policy.
 - Stanley Crook Primary School SEND Policy and SEND Information Report.
 - Stanley Crook Primary School Safeguarding and Child Protection Policy.
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3. School Vision and Curriculum Values

Music contributes significantly to the school's vision of improving outcomes for all pupils through a dynamic, meaningful and engaging curriculum.

Our music curriculum supports the school's curriculum priorities.

Aspirations

Pupils are introduced to a wide range of musical experiences, careers, performers and traditions, encouraging them to understand the possibilities that music can offer throughout life.

Initiative

Music encourages pupils to take risks, be creative, solve problems and express themselves through composition, improvisation and performance.

Environment

Music provides opportunities for pupils to explore sounds and creativity both indoors and outdoors whilst making meaningful links with the wider curriculum.

Community

Music strengthens community through collective singing, performances, celebrations and opportunities to perform for parents, carers and the wider community.

4. Safeguarding

Stanley Crook Primary School recognises that safeguarding and promoting the welfare of children is everyone's responsibility.

Music contributes to safeguarding by:

- Promoting self-confidence and self-esteem.
- Supporting emotional wellbeing and self-expression.
- Encouraging teamwork and cooperation.
- Developing communication and listening skills.
- Building positive relationships.
- Providing opportunities for all pupils to succeed and feel valued.

All staff follow the school's Safeguarding and Child Protection Policy.

5. Curriculum Intent

At Stanley Crook Primary School, our music curriculum is designed to engage and inspire pupils whilst developing a life-long appreciation of music.

We aim to ensure that pupils:

- Perform, listen to, review and evaluate music.
 - Learn to sing and use their voices confidently.
 - Create and compose music independently and collaboratively.
 - Understand musical notation and musical vocabulary.
 - Develop their understanding of musical elements including pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
 - Appreciate and respect music from a range of cultures, traditions and historical periods.
 - Develop increasingly secure musical knowledge and skills as they progress through school.
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6. Implementation

Music is taught through a carefully planned and progressive curriculum.

The school uses the Charanga Music Scheme, supported by Durham Music Service resources, as the basis for curriculum delivery. The scheme has been adapted to meet the needs of our pupils and follows the school's rolling programme to ensure full curriculum coverage. [\[Music Policy 2025 | Word\]](#)

Musical learning is organised through:

- Listening and appraising.
- Singing.
- Playing instruments.
- Improvising and composing.
- Performing.
- Understanding musical notation.
- Understanding the interrelated dimensions of music.

Lessons are practical, engaging and inclusive, providing opportunities for pupils to develop skills through exploration, rehearsal, discussion and performance.

7. Early Years Foundation Stage

In EYFS, music forms part of the Early Years Foundation Stage Framework and contributes particularly to:

- Expressive Arts and Design.
- Communication and Language.
- Personal, Social and Emotional Development.

Children develop musical knowledge and skills through:

- Singing songs and rhymes.
- Exploring instruments and sounds.
- Listening activities.
- Movement and dance.
- Role play.
- Musical games and activities.

The Charanga music resources support the development of early musical understanding alongside wider EYFS provision. [\[Music Policy 2025 | Word\]](#)

8. Inclusion and SEND

We are committed to ensuring that every pupil can access and enjoy music.

All pupils access the same ambitious curriculum, supported through adaptive teaching approaches.

Teachers may use:

- Modelling and demonstration.
- Visual supports.
- Simplified instructions.
- Structured practice.
- Adult support.
- Additional rehearsal opportunities.
- Adapted resources and instruments.
- Targeted questioning.

Teachers make reasonable adjustments where necessary to ensure that pupils with SEND and disabilities are able to access learning and demonstrate their understanding.

Provision is planned in accordance with the SEND Code of Practice and the Equality Act 2010.

Pupils with particular musical strengths are provided with opportunities to deepen and extend their learning through performance, leadership and enrichment activities.

9. Cultural Capital and Diversity

The music curriculum actively promotes cultural understanding and diversity.

Pupils are given opportunities to listen to, study and perform music from:

- Different countries and cultures.
- Various musical genres.
- Historical periods.
- Contemporary musical traditions.

This helps pupils develop respect for diversity and a broader understanding of the world around them.

10. Enrichment Opportunities

We recognise the importance of providing rich musical experiences beyond the classroom.

Where possible, pupils may participate in:

- Instrumental tuition.
- Durham Music Service projects.
- Workshops delivered by visiting musicians.
- Concerts and performances.
- School productions.
- Singing events.
- Community performances.
- Durham Cathedral and local cultural events.
- Multi-school music initiatives.

These opportunities are reviewed annually and may vary according to available provision.

11. Performance

Performance is a key aspect of musical development.

Pupils are provided with opportunities to:

- Perform within lessons.
- Sing in assemblies.
- Participate in school productions.
- Perform for parents and carers.
- Take part in community events.
- Showcase learning through class assemblies and celebrations.

These experiences help pupils develop confidence, resilience and pride in their achievements.

12. Resources

The school maintains a range of resources to support music teaching and learning, including:

- Charanga Music Scheme.
- Durham Music Service resources.
- Tuned and untuned percussion instruments.
- Glockenspiels.
- Recorders.
- Audio equipment.
- Digital resources.
- Performance equipment.

Resources are regularly reviewed and updated by the Subject Leader.

13. Assessment

Assessment is an ongoing part of teaching and learning in music.

Teachers assess pupils through:

- Observation.
- Discussion.
- Musical performances.
- Composition activities.
- Listening tasks.
- Self-assessment.
- Peer assessment.

Assessment information is used to:

- Inform future planning.
- Identify pupils requiring additional support.
- Provide appropriate challenge.

- Monitor progress across the curriculum.

Feedback is primarily verbal and focuses on developing musical knowledge, skills and confidence.

14. Role of the Subject Leader

The Music Subject Leader is responsible for:

- Leading the development of music across the school.
 - Monitoring curriculum implementation.
 - Supporting staff development.
 - Reviewing planning and progression.
 - Monitoring participation and achievement.
 - Managing resources and equipment.
 - Liaising with Durham Music Service and external providers.
 - Keeping staff informed of national developments.
 - Reporting to senior leaders and governors.
 - Reviewing and updating policy documentation.
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15. Monitoring and Evaluation

The quality of music education is monitored through:

- Learning walks.
- Pupil voice activities.
- Planning reviews.
- Assessment information.
- Evaluation of performances and enrichment opportunities.
- Subject leader monitoring.
- Staff feedback.

Monitoring findings are used to inform future development priorities and ensure continued improvement in music provision.

16. Policy Review

This policy will be reviewed annually by the Music Subject Leader and Headteacher, or sooner if there are significant changes to national guidance, curriculum requirements or school priorities.

The Governing Body will receive updates regarding the quality of music provision and the impact of the curriculum on pupils' achievement and personal development.