

Music Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: Neil Musk

Date: September 2025

Last reviewed on: September 2024

Next review due by: September 2026

Audience:

This policy is for school staff to implement and for parents/carers to refer to in order to understand our approach to music at Thomas Jolyffe Primary School.

Introduction

Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.

Music develops children's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

The music curriculum provides breadth and balance, is relevant and engaging and is differentiated to match needs and abilities.

Our music curriculum in school focuses on sequenced learning to build upon previously learnt skills and knowledge.

General aims

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching music at Thomas Jolyffe and that these are applied.

School Staff

- To promote a confident, positive attitude towards the learning and use of music, making it an enjoyable experience.
- To promote confidence and competence in the skills of speaking and listening; constructive feedback and sharing practical work.
- To provide opportunities for the development of musical skills where relevant across the curriculum.

Children

- To develop an enjoyment of learning through practical activity, exploration and discussion.
- To develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work.
- To develop an understanding and appreciation of different types of music from around the world.

Parents and Carers

- To be understanding and supportive of our aims in learning and teaching music.
- To attend and contribute to Teacher Consultation Meetings (e.g parents' evenings).
- To praise their children for the good things that they do in music.
- To communicate and work with the school whenever further support is needed to develop their children's musical skills and understanding.

Governors

There is a designated curriculum governor who will:

- meet with the curriculum Subject Leader at least once a year to find out about;
- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and adequacy of resources;
- how the standards of achievement are changing over time.
- Visit School and talk to children and staff about their experiences of the curriculum area.
- Promote and support the positive involvement of parents in the curriculum area.
- Report to the governing body with recommendations, if appropriate, once a year.

Implementation of the Music Policy

Teaching of music in the school timetable

Music is taught for one hour every 2 weeks across school, every half term

Music planning and topic links

Current music planning has been carefully planned by the school's Music Lead, Mr Musk, using the 'Charanga' scheme of work to ensure that learning is sequenced and to ensure that topic links are relevant and meaningful. This scheme forms the basis of our music lesson content across school.

'Charanga' scheme of Work

The 'Charanga' scheme of work is our chosen Music scheme (for example teaching with instruments such as glockenspiel and boomwhackers). This in-turn informs the medium-term planning.

The short-term plan lists specific learning objectives that are to be covered and success criteria to support both children and adults in assessing their work.

Teaching and learning is differentiated to best match the needs of the class and the individuals within it; within the context of the aspect of music that is being taught.

Wider opportunities across school

Opportunities are created for our children to develop / share their musical skills. There are a number of assemblies and concerts during the year, in which children can perform. This can be through:

Singing

- Whole or part class performances
- KS1 perform in the annual Nativity at Christmas
- Year 3 and 6 perform with parents in our annual Christmas sing-along
- Year 4 and 5 perform at Holy Trinity Church in our annual Christmas service.
- Our Junior School choir (a school-club), singing in the local community throughout the year (for example at Care Homes at Christmas)

Instruments

- An after-school club that offers guitar lessons in KS2
- Some children have the opportunity to take part in RockSteady lessons, offering new challenges, boosting their achievement.

Instrumental lessons

Children in the EYFS, KS1 and KS2 have the opportunity to take part in Rock Steady lessons, run by an outside company. This offers new challenges, with the children able to learn the drums, electric guitars and keyboards, as well as developing vocal skills. The children are able to perform to an audience (family and the school) at the end of each term.

There is an opportunity for children in KS2 to attend private individual / group music lessons. These are run by Independent Music Solutions. Currently, instruments on offer are the acoustic guitar and the keyboard. We are looking to expand the choice of instruments in the future.

Resources

Music resources include:

- Charanga online music platform
- iPads
- percussion instruments
- glockenspiels for tuned percussion instruments
- Boomwhackers
- Guitars
- other instruments including recorders

We are looking to establish a music area in school to store our instruments, as well as providing an area to display children's success and enjoyment for the subject.

Parents/Carers

The School aims to involve parents/carers in their children's learning as much as possible.

Parents/carers have the opportunity to meet with child's class/set teachers at least twice a year at Teacher Consultation Meetings and receive an annual report at the end of the Summer term.

Parents/carers are encouraged to support their children with homework and to attend Teacher Consultation Meetings.

School also provides a number of opportunities for parents/carers to learn about what their child is learning and the way their child is being taught.

Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- Strategic direction and development.
- Teaching and learning.
- Leading and managing staff.
- Efficient and effective deployment of staff and resources.

The Subject Leader will:

- explore funding, bursaries and developmental opportunities through external bodies and providers
- have regular discussions with the Head teacher and other senior leaders about learning and teaching in music and provides an annual Subject development plan about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

The Music Lesson: Good Practice

Within each music session there will be the following elements;

- a clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
- an element of Speaking and Listening which is well modelled by the teacher; e.g. the use of speaking frames to encourage the children to respond appropriately in full sentences;
- an element of active listening to music
- teachers will model lesson 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 are used throughout the lesson to reinforce the Learning Objective, address misconceptions, refer back to the Success Criteria 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.
- musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability.

Music across the Curriculum

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts, both within school and at home.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

Children's standards and achievements in music are assessed in line with the School's Assessment Policy. On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Music is reported on at the end of the academic year in each child's School Report.

Monitoring and Review

The Music Subject Leader will monitor the effectiveness of this policy on a regular basis. The Music Subject Leader will report to the governing body on the effectiveness of the policy annually and, if necessary, makes recommendations for further improvements.