



# **FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY**

## **MUSIC POLICY**

Produced by: Mrs K Fenton

Approved by: \_\_\_\_\_

To be reviewed: July 2025

## **Intention:**

At Flash Ley all children should be given the same opportunities to excel in Music. It will allow them to explore who they are musically through rich, personalised experiences. Children will build their confidence to explore the opportunities Music can offer them and develop their self-esteem through performing in front of their peers or an audience. We will foster and grow a love of music within each and every child who attends our school regardless of background, prior experiences, need or religion.

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **Implementation:**

- Music is taught throughout the school by all teachers using a scheme called Kapow which we have adapted and personalised to our own curriculum. Please see the Long Term Plan/Non Negotiables/Skills Grids.
- All lessons start with an element of singing/chanting. We have access to Sing Up which allows staff to select from a vast library of songs.
- The teacher should make professional judgements about when to adapt, or add additional materials where this would benefit learning. Later units in the scheme are designed to build on and develop earlier units, allowing for continuity and progression.
- As well as music lessons in class, whole school singing sessions take place weekly and are led by the Deputy Head Teacher. These develop singing techniques by using a variety of warm ups and exercises, as well as learning a variety of hymns and songs often sung in two or more parts.
- A long term plan of composers and genres of music ensures that the children are exposed to a wide range of music and enriches the provision.
- There are lots of opportunities throughout the year for children to perform to an audience.
- Opportunities to learn a musical instrument is integrated in our curriculum through the learning of the keyboard. A class set of keyboards is used as the main instrument focus in the instrumental unit and is taught by a specialist.
- We have an allocated room where the resources are kept providing easy access.

## **Foundation Stage**

Children learn a variety of songs, play musical instruments, listen and respond to a wide variety of music and be able to express themselves through music.

Music is planned in accordance to the Early Years Framework and through a range of activities that support the children's interests. This could be:

- singing
- chanting
- nursery rhymes
- exploring instruments
- responding to sounds
- creating sounds with their bodies
- carry on musical patterns

## **SEN**

Those children with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, for example, choir, instrumental performances in assembly. Pupils experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.

## **Equal Opportunities**

Music has a special role to play in developing equal opportunities both of culture and gender. The songs the children sing will include music from regions of Great Britain and from other countries and ethnic origins. Gender stereotyping should be avoided by ensuring that choices are based on genuine musical preferences. We try to maintain a good representation of boys in the choir and instrument groups.

## **Promotion of Reading:**

Music encourages children's reading skills through the exploration of lyrics; exploring the meaning behind them; the effect they have on the listener and the use rhyming words. Children link what they have read to the creation of their own lyrics. They will also develop their knowledge of subject specific music vocabulary as well as starting to be able to read music sheets.

## **British Values/SMSC:**

The Music curriculum provides opportunities for students to develop their self-esteem and self-confidence. We create a provision for a safe learning environment where they can express personal and collective views and opinions. Regular performance opportunities are provided for soloists and ensemble groups; to hone their musical skills and confidence in performing to a wider audience. This also provides students with opportunities for respectful support of their peers. Within composition and performance work, students gain negotiation skills to enhance and develop their work. They regularly use the democratic process to discuss, develop and change their creative ideas. They are constantly encouraged to accept responsibility for their behaviour and decision making. Through the long term plan for the whole curriculum there are ample opportunities to explore their own culture and that of others through assemblies, topics and events scheduled for the year.

## **Impact:**

The impact of our Music curriculum can be judged based on 3 assessment points at the end of each term which focus on the 3 core elements of our curriculum:

- Singing and performing
- Using instruments
- The use of technical vocabulary

Teachers create assessment opportunities for these points and the data, in the form of a Music Mark Book is sent to the Music lead each term.