



Blessed is the one who trusts in the Lord, whose confidence is in him.  
They will be like a tree planted by the water that sends out its roots by the stream.  
It does not fear when heat comes; its leaves are always green.  
It has no worries in a year of drought and never fails to bear fruit.

Jeremiah 17: 7 - 8

## Music Policy

### 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 cultivate their talent as musicians. It should increase their self-confidence, creativity and sense of achievement. Music has a rare ability to bring people together and connect both with each other and the wider world. As pupils progress, they should develop a critical engagement with music, allowing them to compose, perform and appreciate music in many different forms and genres. Music is the soundtrack to our school and can feed the soul of a community.

The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools follows the national curriculum and Early Years documentation to ensure knowledge; skills and understanding are taught throughout all key stages. The school has created its own long and medium term planning which details the topics, objectives, knowledge, skills and vocabulary which should be covered. Through this long term planning, the national curriculum breath of study for music is fully covered.

Our core aims are to provide teaching and learning opportunities through the music curriculum that empowers the children to be:

ASPIRATIONAL  
RESPECTFUL  
RESILIENT

We believe that by having these three aims at the root, will equip our pupils to **LIVE FRUITFUL LIVES** and to **LEARN, LOVE and GROW**.

### Curriculum Intent

At The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools, we are dedicated to providing an enriching and comprehensive music education that instils a lifelong passion for music in our students.

Our music curriculum is carefully crafted to foster creativity, nurture talent, and develop a deep understanding of music across various cultures and genres.

We aim to empower every student to express themselves through music, building their confidence, teamwork, and self-expression.

Our intent is to equip students with the knowledge, skills, and cultural awareness necessary to appreciate and engage with music in a meaningful way. We aspire to cultivate well-rounded musicians who can sing, play, compose, and perform with proficiency and enthusiasm. Through our music curriculum, we seek to instil in our students a sense of curiosity, an appreciation for diverse musical traditions, and the ability to connect emotionally with music. Aligned with the Development Matters and the Model Music Curriculum, our curriculum is designed to provide a sequential and coherent music education. It aims to ensure that every student, regardless of background or prior experience, has access to a rich and varied musical education. We believe that music is an essential part of a well-rounded education, contributing to students' intellectual, emotional, and social development.

### Implementation

To realise our music curriculum's intent, we have partnered with Sing Education, a specialist provider of music education. Our curriculum is thoughtfully structured with half-termly units, each building upon the foundation of prior learning while introducing new concepts and challenges. This scaffolded approach ensures a logical progression of skills and knowledge, enabling students to consolidate, expand, and refine their musical abilities.

The Kodaly method, integral to our curriculum, ensures that musical concepts are presented systematically and aligned with students' prior experiences. Our specialist music teachers facilitate lessons that are child-centred, inclusive, and foster a love for singing. These lessons are enriched with high-quality resources, instruments, and dedicated spaces for music within our school.

Regular performances and recordings at the end of each half term provide students with opportunities to showcase their musical growth and articulate their learning journey. We also offer extracurricular activities, such as after-school music clubs and singing assemblies, to further immerse students in the joy of music.

Additionally, many students opt for small group and one-to-one private tuition to receive personalised instruction. Through our comprehensive music curriculum, we aim to nurture confident, skilled, and culturally aware musicians who are well-prepared for a lifelong journey of musical exploration and expression.

Our curriculum aligns with the Model Music Curriculum's principles, ensuring that students receive a high-quality, balanced, and inclusive music education.

### **Vocabulary**

Developing pupil's vocabulary is an essential root to the music curriculum. As music is a subject rich in terminology and language (often not English) with which non-specialists may not initially be familiar, the glossary provided in the Model Music Curriculum is a single reference-point for all subject-specific words, whether instruments, musical periods, genres, terminology to denote musical components or non-English common musical terms. Appendix One can be found [here](#).

### **Enrichment Opportunities**

Trips or visitors are planned to complement topics studied in the music curriculum and will be scheduled to have maximum impact on learning. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of music could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

Teachers may plan enrichment days to provide an opportunity for pupil to study a topic in more details for the day, giving the opportunity to develop additional skills such as team work, and encouraging them to take part in activities and challenges that are different to their normal everyday lessons.

### **Early Years Foundation Stage**

In the Early Years Foundation Stage, children will follow The Early Learning goals for Music learning, where their individual appreciation and understanding of music is fostered. Experiences of sharing music with others through singing, music making and listening to music should form the basis of early music learning. Children should sing new and familiar (simple) songs and rhymes in groups of different sizes, make and explore percussion instruments, listen to others singing and to music which is recorded. The class has a wide collection of activities/songs/instruments.

### **Resources**

Children will have opportunities to use a range of resources and instruments. They are given instructions in the safe and considerate use of these items. All equipment necessary will be accessible to children.

### **High Quality Texts**

All classrooms have access to a range of high quality fiction and non-fiction books specific to the music topics being taught.

### **Digital Learning**

Children across the federation use various devices and websites to access and listen to music. They also use different applications to assist composition and discover.

### **Health and Safety**

We must obviously be alert to any possible dangers when working in school. It is very important that children are aware of the safe handling and storage of any tools and equipment. Risk assessments are carried out prior to any visits or visitors attending the school.

## **Equal Opportunities and Special Education Needs and Inclusion**

All children are given opportunities to access the National Curriculum requirement. All children regardless of ability, ethnicity, religion or gender, will be given equal opportunity to access all aspects of the Music curriculum. Any child experiencing difficulty in accessing part, or all, of the curriculum, will be supported with the time, materials and equipment to access the activity at their own level where this is practically possible. Planning, resources and displays will reflect positive images of all communities represented in our society.

## **British Values and Music**

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the Music Curriculum.

Students explore their individual liberty and make their own musical choices through composition and performance. Promoting tolerance and respect, students learn to appreciate differences in musical tastes and beliefs, and to respect the abilities and performances of others. Teaching collaboration, students work together in teams to create and perform music, considering everyone's ideas and suggestions. Understanding the importance of rules, students learn to care for musical instruments and understand that rules for their use prepare them for the world of work.

## **Impact**

### **Assessment for Learning**

At The Federation of Middleham (VA) & Spennithorne (VC) CE Primary Schools assessment is an integral part of the teaching process. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made, this is done in a range of way including quizzes to check retention of knowledge over-time, use of exhibitions or presentations to the school community to showcase the work they have done. Teachers take time to review pupil knowledge, and take the time to use these assessments to inform and adapt future planning. Opportunities for pupils to make connections to deepen understanding is central to learning and this is outlined in our curriculum maps for each subject.

Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

Teacher's update the assessment tracker half termly for English (reading, writing and phonics) and Maths and for foundation subjects following a topic (at least termly) to record progress and objectives covered.

### **Subject Leaders monitoring**

The subject leader reviews standards and monitor the impact of the curriculum provision whilst also ensuring training and resources are up to date.

### **Monitoring and review**

We are aware of the need to review the school teaching and learning policy regularly so that we can take account of new initiatives, pupil needs, changes in the curriculum, developments in technology or changes to the physical environment of the school.