

GREAT CHART PRIMARY SCHOOL

MUSIC POLICY

SEPTEMBER 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

INTRODUCTION

According to the programmes of study within the National Curriculum, the purpose of music study is as follows:

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 their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. "Music is a universal language that embodies one of the highest forms of creativity" (2021) .

With this in mind, music at Great Chart Primary School is highly valued, not only because of the skills it can allow children to develop but also due to the enjoyment that every child can gain from the subject.

The expectations from the National Plan for **Music** Education published in 2022 are considered and help to form action plans for this subject.

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Great Chart Primary School, children learn music skills and knowledge progressively through themed, purposeful learning that is integral in our creative curriculum. To enable music teaching to be accessible to all, staff are supported to enable children to gain a firm understanding of and intrigue in music through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Implementation

All children, from FS to Y6 will study a Termly themed unit to learn progressive skills and knowledge, ensuring children sing, listen, play, perform and evaluate music according to the requirements of the National Curriculum. 'www.kapowprimary.com' provides the framework for learning, supporting staff with the skills and knowledge needed to deliver the subject with confidence.

Across the school, Key memory slides are used at the start of a lesson to revisit prior learning. Our music 'Golden Threads' provide common concepts and themes that are progressively built upon across EYFS, KS1 and KS2. These are generic to all areas of musical learning, knowledge and skills.

Music 'Golden Threads'		
Listen		Listening to Music
Learn		Learning to Talk Musically
Create		Creating Ideas
Compose		Composing
Practise		Practising with the Elements
Perform		Performing to Others

The elements of music, including notation, are taught in the classroom lessons so that children are able to analyse musical extracts efficiently as well as use the associated musical terminology correctly. This musical knowledge and understanding is then transferred and applied to their own compositions.

Children in years 2, 3, 4 and 5 experience additional music teaching for a period during the year; djembe drumming and ukulele. This builds upon learning in KS1 and equips the children with a sound knowledge of structure, rhythm and pitch by the time they reach upper KS2.

Impact

Whilst at GCPS, children have access to a varied musical curriculum, building their skills as an 'appreciator' as well as a 'performer'.

- Children understand the relevance of what they are learning within music and to enjoy their musical experiences within school.
- To evidence children's work throughout the school and ensure they experience performances from others as well as performing themselves.
- To continue to check music data and curriculum coverage to best support children's learning and progression as well as staff knowledge.
- To conduct pupil voice to ensure that their voice is heard in regards to the school's music curriculum.

AIMS

The following outlines the schools aims:

- 1) To enable pupils to be familiar with a body of musical knowledge, principles and vocabulary, to develop musical skills and become confident performers.
- 2) To enhance and extend pupils' responses to music through listening, learning, and creating, composing, practising and performing, our 'Golden Threads'.
- 3) Enable pupils to see that music has expressive and cultural value for individuals as well as value on a local or national level, and broaden their attitudes towards it.
- 4) Employ teaching methods and resources that allow ALL pupils (irrespective of gender, ethnicity and academic ability) to have access to music and to experience success and enjoyment in their work.
- 5) To encourage music with cross curricular links.
- 6) To provide the children with ICT opportunities in music.
- 7) Allow pupils to develop informed opinions and to be able to support them by reasonable argument.
- 8) Provide opportunities for the children to experience a broad range of music range of listening experiences that not only span across from Baroque to Modern day but across cultures too.

We endeavour to fulfil the aims of the National Plan for Music (June 2022), understanding the three goals for music education, highlighting the importance of providing fully inclusive access to 'a broad musical culture' through 'expertise, instruments, technology and facilities they need to learn, create and share their music.':

We are progressing towards all children and young people receiving a high-quality music education in the early years and in schools. This is being achieved through whole school INSET to upskill staff. The music leader ensures they are kept up to date through meetings with the Kent Music Hub.

The aims of the National Curriculum (2014) are also set out as follows:

The national curriculum for music aims to ensure that all pupils:

- 1) 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
- 2) 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
- 3) 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.

Subject content

Since COVID19, when music teaching and learning was dramatically affected, there has been dedicated time given to develop the music curriculum and staff expertise. As such, children at Great Chart Primary School progressing well towards the expected levels; this continues to be a particular challenge in KS2 due to gaps in learning between March 2020 and September 2022.

Key stage 1

Pupils should be taught to:

- 1) use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 2) play tuned and untuned instruments musically
- 3) listen with concentration and understanding to a range of high-quality live and recorded music
- 4) experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

- 1) They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 2) play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 3) improvise and compose music for a range of purposes using the inter-related dimensions of music
- 4) listen with attention to detail and recall sounds with increasing aural memory
- 5) use and understand staff and other musical notations
- 6) appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- 7) develop an understanding of the history of music.

Assembly Music

Music for entering and exiting assemblies has been carefully planned to enhance the children's exposure to a wide range of musical eras and styles. Keynotes on each piece of music and its composer are available on slides to enable all staff to access and talk about the extracts the children hear.

Planning

The school's music aims are put into practice by provision of a variety of experiences and activities during a course of study e.g composing and performing individually or with others, writing, communicating musical ideas to others by means such as speaking and writing, discussions, listening and appraising, and using ICT. Planning also needs to make sure that is narrowing the gap towards the standards of the new national Curriculum (2014). Every term's plans will link to our Golden Threads.

Our school is committed to fulfilling 'The power of music to change lives; A National Plan for Music Education' (June 2022) as far as it is practical in our setting. Below is how we are able to cater for this at this present time:

Timetabled curriculum lessons for 6 hours per term long term
Access to instrumental and vocal lessons across a range of instruments and voice for pupils
A school choir - terms 2 - 4 as an extra-curricular activity
A school ensemble/band/group - recorder groups are available subject to availability of staffing
Designated spaces that are assigned for rehearsals and individual music practice
A termly school performance or showcase
Opportunity to enjoy live performance at least once a year
A Music Development Plan that overviews both the curricular and co-curricular offer and sets out how this will be funded and built upon

Long term planning

The National Curriculum (2014) Key stages 1 and 2 is used as the core for the music planning and provides teacher with the necessary objectives.

Medium term planning

The school refers to 'Kapow Music' for lessons plans and ideas. This has been updated enabling it to correspond with the new National Curriculum (2014) and the National Plan for Music (2022). However, other resources and ideas are also available to provide an enriched music learning environment.

Cross-curricular planning

Music is a subject that is easily linked to other subjects in the curriculum. At Great Chart natural links with other curriculum areas are fully exploited (e.g. geography, music, art, history, DT, drama, numeracy and literacy).

Inclusive Practices

At Great Chart Primary School, we provide an inclusive curriculum accessible to all pupils regardless of their starting points or needs. Every child is entitled to a broad, balanced and ambitious curriculum that enables them to achieve their full potential. Teachers use expert knowledge of pupils' needs to plan appropriately differentiated lessons, employing strategies including scaffolding, visual supports, pre-teaching, and flexible grouping. We maintain high expectations for all pupils; adaptations enable access rather than limit ambition. Assessment identifies barriers and informs next steps, with reasonable

adjustments made where appropriate. Additional adults support pupils in accessing quality-first teaching and developing independence. We work in partnership with parents, carers and external agencies to tailor provision effectively. The SENCO and subject leaders monitor inclusive practices to ensure all pupils, particularly those in vulnerable groups, make good progress and are well-prepared for their next stage of education.

RESOURCING

All teachers have access to 'Kapow Music'

Every teacher has access to the internet

Great Chart is well stocked with a wide range of tuned and untuned instruments for the children to use.

Recording on ipads and tablets provide evidence for musical assessment, and self and peer assessment.

All year 2 and 3 children receive specialist djembe drumming lessons for 45 minutes with a djembe drum expert.

Year 3 and 4 children receive Ukulele lessons from an outside peripatetic teacher

Drumming and Guitar lessons are an option for parents to pay for should they wish their child/children to learn either of these instruments.

Music for entering and leaving assemblies is carefully planned to give pupils further opportunities to 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.

ICT

Teachers are encouraged to use 'Kapow Primary' to access musical resources to be used in the classroom.

Ipads and tablets provide recording opportunities for musical assessment, and self and peer assessment.

Where appropriate, online sites such as 'Chrome Music Lab' and 'Trailblazers' are used to develop musical knowledge and skills.

In upper KS2, keyboards are available to develop electronic music.

ASSESSMENT

Assessment is based on observation and analysis of recordings taken during music lessons. When a teacher evaluates performing and composing the emphasis is on progression of skills and knowledge. Observation is used to note pupil's understanding, knowledge and skills and self assessment and peer assessment are invaluable too. Video recordings and photographs provide an opportunity for assessment and written recording can sometimes be a guide. EYFS and Year 1 – 6 use the 'Kapow' objectives and assessment criteria to assess against progress in knowledge and skills in relation to ARE. Key memory assessments are completed three times a year. Once a year, summative assessments on Arbor record end of year achievements.

INCLUSION

Music is a subject that is accessible to all abilities and it is very important that every child is allowed access to this.

Musical activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. Music is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most musical activities work well as class lessons and are appropriate for all children of any ability. In music, it is important that every child feels comfortable and is able to demonstrate their musical skills and compositions without feeling embarrassed and all teachers at Great Chart endeavour to promote confidence and abilities of every child. Children are assisted with being taught through a wide range of teaching styles i.e kinaesthetic, visual and oral. Children are also encouraged to learn songs from other cultures to broaden their own understanding of the wide world and ensure that every child at the school feels included. In addition to this we have a wide range of musical instruments from other countries that all children have the opportunity to play and give them an insight into music from all around the world.

Health and Safety

Large instruments should only be moved with a trolley and under supervision and no children should have access to the music cupboard without supervision.

Any instrument that is blown should only be used by one pupil and then cleaned with Milton in warm water.

Teachers should ensure that electrical equipment is used adjacent to power points and the children should be warned to take care around the wires.

THE ROLE OF THE Music Leader

- To be responsible to the Head teacher for the coordination of all music work within the school.
- To be a subject leader within the school.
- To be responsible for implementing and evaluating the policy in practice.
- To monitor the teaching of music.
- To be responsible for ensuring that resources are easily accessible and effectively used.
- To offer help to colleagues and to share best practice, meeting training needs.
- To keep up to date and be informed about new teaching methods/resources, often through meeting with schools in the cluster.
- To support with long term plans throughout the school.

POLICY REVIEW AND EVALUATION

Review May 2026