

Lytham Church of England Primary School

Music Policy



Together We Grow With God

Mission Statement

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Introduction

This policy reflects the Music subject expectations for the National Curriculum 2014. It outlines the expectations in relation to the teaching and learning of Music and focuses on the progression of key areas of development and subject specific skills. This policy reflects the views of all the teaching and support staff and was drawn up through staff discussion. It has the full approval of the governing body and will be shared with the wider school community on the school website. The implementation of the policy is the responsibility of all the teaching staff and will be monitored by the head teacher, curriculum leader and subject leader on a regular basis. The policy should be read in conjunction with the National Curriculum, Lancashire Key Learning documents, the Model Music Curriculum and the Kapow School scheme of work for Music which sets out the key areas of learning in specific year groups and the key skills to be developed within the subject.

Introduction to Music

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. (*National Curriculum 2014*)

Subject Aims

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 be able 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.

Curriculum Organisation

The subject leader for Music has overall responsibility for the development of Music within the curriculum and will work with the head teacher, senior leadership team and curriculum leader to ensure they follow the responsibilities outlined in the **subject leader policy**. In relation to Music, the organisation of the Music curriculum is distributed by the music subject leader. It is planned according to the guidance within the National Curriculum (2014) and the Model Music Curriculum (2021).

Music in the Early Years

In the Early Years Foundation Stage, we teach Music in nursery and reception class as an integral part of the topic work covered during the year. We relate the teaching of Music to the objectives set out in the Early Years Foundation stage curriculum, which underpins the curriculum planning for children aged three to five.

Nursery- Music teaching and learning

Communication and Language

- Sing a large repertoire of songs.

Physical Development

- Use large- muscle movement to wave flags and streamers, paint and make marks.

Expressive Arts and Design

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person (pitch match).
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

Reception- Music teaching and learning

Communication and Language

- Listen carefully to rhymes and songs, paying attention to how they sound.

- Learn rhymes, poems and songs.

Physical Development

- Combine different movements with ease and fluency.

Expressive Arts and Design

- Explore use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Skills to be developed in Music

At Lytham Church of England Primary School we follow the legal requirements of the National Curriculum when teaching Music.

Key Stage 1

During Key Stage 1 pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- 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. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

During Key Stage 2 pupils will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Music Planning

The core objectives for teaching Music follow the National Curriculum 2014. To ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, we use the Kapow Music Curriculum, so that the children are increasingly challenged as they move through the school. Teachers also link specific Music skills to cross-curricular learning through topics where it is appropriate and beneficial to learning.

We use the unit plans from Kapow to plan and structure lessons. In addition we provide many additional opportunities for children to access music and take part in musical activities:

- Children from Year 3 onwards are offered the opportunity to learn an instrument (currently woodwind and brass) with peripatetic teachers from the Lancashire Music Service. There is a charge for these lessons which is calculated according to the number of children participating and paid for privately by parents or carers.
- Children having lessons are invited to join the band based at Fylde Music Hub-St Bede's High School.
- Children from Year 2 onwards are offered the chance to learn Keyboard with a teacher from Graham Banks Music Tuition.
- Children from Year 3 onwards have the chance to be in the school choir.
- Children are given regular opportunities to perform for different audiences in school, in church and at other venues in the local area.
- As part of Worship children are taught a varied range of traditional and modern hymns and worship songs. They are encouraged to listen and respond to a range of music, including music from other cultures and traditions.
- All children perform in Nativities, Worship, Church Services and Musicals during their time at school.

- Visits to enhance the music curriculum and visitors from outside school are actively encouraged eg: Fylde Music Hub, Performers from AKS High School. Visits to St Bede's High School Show.
- Parents/ Carers have the opportunity to pay for their children to attend "Rocksteady" band lessons, which are held in school weekly. The bands showcase their talents each term by holding a concert for the whole school and their parents/carers.

Christian Values

Here at Lytham C of E we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and develop emotional intelligence. Our school curriculum is underpinned by a set of Christian Values which are delivered over a two year programme. Music helps to nurture the spirituality of the whole child and can form part of their spiritual journey of discovery.

British Values, School Values and Christian Values

At Lytham C of E Primary School, we take pride in promoting a range of British Values in line with the 2011 Prevent Strategy of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within Music, British values are explored by teaching the children how composers and musicians have explored and developed themes in British history. They learn about the place of music in state and religious occasions, and the role of music in other countries and cultures. They learn to express preferences and discuss the meaning behind different pieces and styles of music.

Spiritual, moral, social and cultural development

In our teaching of Music at Lytham Church of England Primary School, we contribute, where possible, to the children's **spiritual** development. Music can help pupils explore different spiritual beliefs and experiences. At Lytham Church of England Primary School, we provide children with opportunities to learn about other cultures, beliefs and experiences. We develop the respect of other world faiths and non-religious views. Music allows children to enjoy learning about themselves, others and the surrounding world. It gives them the ability to use their imagination and creativity and then reflect on their experiences. Music also helps pupils to consider moral beliefs through using

and respecting school equipment and adopting responsible classroom behaviour. It gives them an opportunity to recognise what is right and wrong and respect the law in relation to school rules. Music also supports the teaching of social issues and allows pupils to appreciate diverse views, participate, volunteer and cooperate, resolve conflict, engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Music allows pupils to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Technology enhanced learning within the subject

Through digital music, pupils are able to exercise existing computing skills and learn new skills which will enhance creativity. By using technology, pupils may move from traditional instruments to the digital world of Music. Here pupils may explore the manipulation and layering of sound. They can use technology to compose music and present it to others.

Inclusion

At our school we teach Music to all children whatever their ability and individual needs. This matches with the school's policy of providing a broad and balanced education to all children. Through our teaching of Music we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Assessment for learning

Measuring progress and the effectiveness of the curriculum taught is an important part of monitoring and developing teaching and learning. Assessment for Learning is a crucial part of our teaching in Music and this is implemented by on-going formative assessment against the learning objectives covered in each unit. The subject leader holds video evidence of children's performances and examples of composition and reflection created by the children across the primary phase.

Resources

Lytham Church of England Primary School acknowledges the need to continually maintain, update and develop its resources in order to deliver the statutory objectives of the National Curriculum 2014 and support the teaching and learning of music across the school.

- Children having music lessons have access to the free loan of instruments from Lancashire Music Service.
- There is a range of tuned and untuned percussion instruments. These are stored on a trolley which can be moved into the classroom.

- There are a number of music stands.
- Music can be played through classroom computers and speaker systems in the classrooms and in the hall.
- There are also radio microphones including a number of headsets which can be used for musical performances.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Music is the responsibility of the Music subject leader, in conjunction with the curriculum leader and SLT. Pupil voice interviews, samples of work and digital recordings provide evidence of children's learning and the progression of knowledge and skills.

Communication with parents

The progress within this subject area is communicated through the end of year pupil report. Peripatetic teachers also provide parents/ carers with a written report.

Subject and Staff Development

The role of the Subject Leader in providing CPD for staff is outlined in the Subject Leader Policy. CPD is often obtained from Lancashire Music Service.

This policy will be reviewed annually.

Date: September 2026

Next review: September 2027