Ladygrove Primary School and Nursery

Music Policy

Written September 2025

Due to review September 2026

Curriculum intent

At Ladygrove Primary School we recognise the importance Music plays in the curriculum and beyond. We understand that Music provides opportunity for personal expression and growth and the integral part it can play in developing the whole child. This vibrant subject transcends different cultures, abilities and generations and facilitates the bringing together of communities. We value the subject a as unique way of communicating which can both inspire and motivate children with a love of music which they can carry with them for the rest of their lives.

As a school we believe that “Where words fail, music speaks.” (Hans Christian Anderson). It is therefore vital that in this everchanging world in which we live in, children can express themselves and their identity through more than just words. Our pupils are consistently given opportunities to learn an instrument, sing songs from different genres and cultures, and perform to a range of audiences. Through discovering different genres, and the work of a variety of musicians, pupils leave Ladygrove Primary School with an enriched and widened view on the world.

Aims

Music lessons at our school encourage children to be creative, imaginative and confident learners. Our objectives in the teaching of Music align with the National Curriculum in that we aim to ensure 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.

Teaching and Learning:

Teaching and Learning Our Music lessons are planned using the Get Set 4 Music platform, which aligns with our core values, our whole child approach to Music and the objectives laid out in the National Curriculum. Get Set 4 Music is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in Music is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the Music topics covered in each term during the key stage. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop

their musical skills, understanding and depth of knowledge by offering learning opportunities that build on pupils' previous experiences.

Inclusion:

Staff consider the needs of all children when planning and delivering music lessons. They use adaptive teaching to ensure that all children are able to access the lessons they are taught. Teaching Assistants are deployed in Music as in other lessons and may be used to support those children with additional l needs as well as those children who show a flair for music.

Music in EYFS:

We encourage the musical experiences and development of our children in nursery and reception as an integral part of their work. As these classes are part of the Foundation Stage, we relate the musical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Children sing songs, make music, dance, and experiment with ways of developing the sounds and movements used. They safely use and explore a variety of materials, instruments and techniques, as well as being given opportunities to represent their own ideas, thoughts and feelings.

Music Lessons:

Music is taught weekly by staff. These lessons are approximately 45 minutes in length, as we also hold weekly singing assemblies.

Singing Assemblies:

Children have a weekly fifteen-minute singing assembly. These are separate assemblies for EYFS/KS1 and then KS2.

The Music Partnership and Telford and Wrekin Music Services:

As a school we work alongside The Music Partnership, which encompasses the Telford Music Hub. Telford and Wrekin Music service is a member of this hub.

Telford and Wrekin Music Services support school with specialist Music teaching, both as part of our core curriculum offer; through delivering our Ukulele Teaching units to Years 3-5. They also offer children in school the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Authority's Music Service. Parents who want their children to participate in the scheme pay additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children who have chosen to learn one of a variety of instruments, such as the guitar or keyboard. This is in addition to the normal music teaching of the school, and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson. As a school we pay for these lessons for children entitled to the Pupil Premium Grant, should they wish to play a musical instrument.

School Choir and Musical After-school clubs:

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all KS2 children to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also provides them with opportunities to perform, in public, on a number of occasions throughout the year. Each year, the children are given the opportunity to participate, as a choir, in the Young Voices concert that takes place in Birmingham. This is an opportunity to perform, with many other school choirs, in the largest school choir concert in the world. The children experience performing with a full live band, backing singers and an internationally acclaimed conductor.

We also run a range of musical after-school clubs throughout the academic year. In EYFS and KS1 we run a Music Making club; which focuses on singing and the playing of untuned instruments. In Key Stage 2, Telford and Wrekin Music service also support our after-school club offer, by staffing our Band-Building club which operates after-school weekly. This club offers the playing of a range of tuned and un-tuned instruments.

School performances:

Throughout the year we share our children's musical; success with parents and carers. They are invited into our Sharing assemblies, Christmas carol concerts, Nativity plays and annual Year 6 productions, within which we share signing and the playing of musical instruments. We also hold a concert annually for parents, which includes performances from the school choir as well of those children who have been taught to play musical instruments.

Cultural Capital

Our music curriculum develops children's cultural capital and teaches them about the work of established musicians from a range of different cultures and ethnicities, both in lessons and though our assembly timetable. Each year group has been allocated musicians and genres which they will be taught about. They will learn about well-known pieces they have created and replicate the style and techniques, responding to the music. They will have experienced live bands and performances and learnt to play instruments; as such we will have developed the knowledge of our children and developed their appreciation of music.

Assessment:

Our teachers assess the children's work in Music through direct observation of children at work, questioning children or listening to their conversations. We also obtain photographs and recordings of their finished pieces. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 Music progression of skills and knowledge ladders and vocabulary pyramid.

Monitoring and Reviewing:

The planning and co-ordination of the teaching of Music is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires; Reviews evidence of the children's work and observes Music lessons.

The quality of teaching and learning in Music is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

Health and Safety:

Teachers are responsible for ensuring the safety of the children during the lesson by instructing them in the safe and appropriate use of any equipment. Guidelines are set out for children which include:

- Instruments are put away carefully after each lesson.
- Children are taught not to step over instruments and to handle all instruments with care and respect including when transporting them.
- Extra care is taken with electrical equipment and attention drawn to the potential dangers posed by electric sockets, plugs and cables.
- Appropriate steps are taken to ensure hygienic use of instruments that are blown.

Equal Opportunities

Equal opportunities are considered when we decide upon the resources we provide and the teaching strategies we employ. In our curriculum planning we ensure that all children, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extra-curricular activities, all areas of the grounds, equipment and resources, the staff, and time to contribute to the whole class and group work.

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