Music Policy

Beverley St Nicholas Primary School

Reviewed November 2025

At Beverley St Nicholas Community Primary School the sky is the limit because everything is possible.

1. Curriculum Intent Statement

- To build a musical curriculum which develops learning and results in the acquisition of knowledge, improves well-being and promotes a love of music and singing across a broad curriculum.

2. Implementation

- Clear and comprehensive scheme of work in line with the National Curriculum through Charanga.
- Teaching and learning should show progression across all key stages within the strands of music.
- Children have access to being taught by real musicians.
- Peripatetic teachers come into school and teach individual instruments to those children who wish to learn them.
- A love of playing an instrument promoted and encouraged in their ability to do so and as a form of expression
- Children will access extracurricular musical participation opportunities such as choir, singing in the local community.
- Scope for children's participation and wider opportunities for performing to greater audiences will be increased and therefore musical benefits greatened.
- Musical opportunities will be displayed in school and a KS2 choir will be promoted and participated in.
- All children get experience of performing to a wider audience.
- Children will be aware of opportunities available and possibility of accessing them

3. Impact

- Children will achieve age related expectations in music at the end of their cohort year.
- Children will retain knowledge that is pertinent to music.
- Children will have the opportunity to foster their instrumental flare and use this as a form of expression.
- Children will participate in wider musical activities.
- Opportunities for improved well-being and confidence will be increased.
- Children will gain wider audience performance experience.
- Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.

4. Planning and Progression

We plan using the East Riding Music School program Charanga which is fully based on the National Curriculum. We enhance the curriculum by providing access to specialist music teachers for woodwind instruments, strings, drums, guitar and choir/voice and give the children many opportunities to perform to different audiences. The Charanga scheme is built on a plan, teach, check, review cycle and all of the different strands of the music curriculum are revisited in each of the units. There are 6 units of work provided for each year group but these can be supplemented, changed or adapted to suit the schools longer term planning. Teachers use the scheme of work provided to select units of work and deliver individual lessons over a two-year cycle.

5. Teaching and Learning Pedagogy

We use a range of techniques, including whole class and structured group work, guided learning and individual activity to explore and participate in the music curriculum. We focus on developing higher order thinking and meta-cognition, and make good use of dialogue and questioning in order to do so within our music making and understanding.

6. Assessment

At Beverley St Nicholas, assessment in music comprises teacher assessment during the delivery of lessons. Children are given tasks linked to the knowledge and skills laid out in the Charanga progression maps and they will be assessed against these. It is the responsibility of each individual class teacher to implement this through following the activities planned on the Charanga scheme of work which in turn is linked to the music National Curriculum. At the end of each term teachers judge children against these criteria using the school's music takeaways record available on the staff shared drive . This data is then analysed by the music subject leader.

7. Resources

In order to carry out the music curriculum teachers and children will need access to the on-line Charanga scheme as well as access to a variety of musical instruments - both untuned percussion as well as tuned instruments such as glockenspiels and recorders.

8. Equal Opportunities and Inclusion

All pupils are entitled to access the music curriculum at a level appropriate to their needs. At Beverley St Nicholas Primary School, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need, or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others. Independent tasks, as well as teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate challenges to different groups of learners. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

9. Co-ordinator Responsibilities

The music subject leader is responsible for:

Monitoring the teaching and learning of music.

Overseeing and implementing the music policy.

Writing an annual action plan for The School Development Plan and evaluating progress throughout the year.

Attending courses to keep knowledge up to date and feedback to staff upon return.

Each class teacher is responsible for delivering music to their class.

10. Parental Engagement and Reporting to Parents

It is the aim of the school to involve parents as much as possible in their children's education. Parents are invited to help in the classroom, and to termly curriculum mornings, and kept informed regularly of their child's progress, both formally and informally. Within music we will also provide children with opportunities to perform to their parents.

In music parents and other relatives can contribute by sharing their memories, musical ability and knowledge with the children.

11.Policy Review

Policy Reviewed: November 2025
Review Date: November 2026