



HARLINGTON LOWER AND SUNDON LOWER SCHOOLS **MUSIC POLICY**

Approved by Board of Governors: November 2025
Next review: November 2027

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 their talents 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 the best in the musical canon. (National Curriculum Purpose of Study).

Aims

- To encourage awareness, enjoyment and appreciation of music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music
- To offer opportunities to **perform, compose, listen and appraise.**

Performing skills

Children should be taught to sing a wide-ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children should create musical patterns and be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g.: pictorial score, by means of a digital recorder or video or using notation).

Appraising skills

Children should be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They should learn to analyse and compare sounds and become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should have opportunity to listen with concentration and to internalise and recall sounds with increasing aural memory. They should develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Approach

- Music should be taught throughout the school, establishing cross curricular links where possible, e.g.: English, Early Years, Maths, Physical and Creative development.
- As well as music lessons in class, whole school singing sessions take place weekly and are often led by the music subject leader.
- Pupils listen to a range of music at the beginning and end of assemblies and hymns or values songs are sung daily.
- The school choir and music groups perform in services at Harvest, Easter, Christmas and music concerts in school and/or with other schools.
- There are regular whole school assemblies which include learning songs and music appreciation.
- Children in Key Stage 2 have the opportunity to learn to play an instrument during 6 weeks of whole class teaching (HLS & SLS). They also take part in the Sing Out concert arranged by Inspiring Music after a term of vocal tuition.
- Instrumental groups will be encouraged to perform in school whenever performances are ready to be heard.

Sing Up curriculum planning should be used for teaching music in each year group. Teachers should make professional judgements about when to adapt this planning for the needs of the children in their class.

Differentiation

- Children with a particular interest or ability in music have the opportunity to extend their education in a variety of ways, for example, recorder groups, choir, instrumental performances in assembly.
- Peripatetic teachers are used to teach the piano, guitar or a brass instrument in school. Pupils are given extra encouragement sometimes by working in a small group with the teacher or with a more musically able child.

Assessment

- Assessment will form an integral part of the teaching and learning of music. This should be done by observing children working and performing, by listening to their responses and by examining work produced.

Resources

- There are a number of tuned and untuned instruments.
- A piano in the hall.
- A portable CD player is available for each class.
- IPOD with a range of songs for assemblies and lessons (at HLS)
- A range of songs for assemblies and lessons saved on laptop linked to screen in hall (at SLS)
- Sing Up resources are available online.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.