



Music Policy for Water Primary School

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.”

Plato

Member of staff responsible: Miss Michelle Launder

Date policy written: October 2026

Date approved by the full Governing body: October 2026

Date reviewed: October 2028

Introduction

This music policy outlines the values and aims of music education at Water Primary School. We believe that music education is integral to a child's development and enhances social, emotional, and cognitive skills. Our curriculum aligns with the 2014 National Curriculum for England and is designed to foster creativity, collaboration, and cultural understanding among our pupils.

Vision

At Water Primary School, we strive to provide a high-quality music education that engages and inspires all pupils to develop a love of music, whatever their background or ability. We aim for all pupils to perform, listen to, review, and evaluate music across a variety of historical periods, genres, styles, and traditions.

Objectives

- To ensure every child has access to a high-quality music education.
- To develop children's ability to perform, compose, and listen with understanding to a variety of music.
- To encourage children to appreciate and engage with a wide range of musical traditions and cultures.
- To cultivate skills in teamwork, personal expression, and creativity through musical activities.
- To equip children with the skills needed to access further musical opportunities in secondary education and beyond.

Curriculum Overview

Our music curriculum will encompass the following key components as outlined in the 2014 National Curriculum:

1. **Listening and Appraising:**
 - a. Pupils will listen to and analyse a diverse range of music styles and composers.
 - b. Discussions will encourage critical thinking about music's emotional and technical elements.
2. **Performing:**
 - a. Opportunities for individual and ensemble performance will be provided through various instruments and vocal techniques.
 - b. Regular performances will be integrated into school events to build confidence.
3. **Composing:**
 - a. Students will be encouraged to create their own music using a variety of instruments and technology.
 - b. Composition will be taught through structured lessons that promote creativity and innovation.
4. **Musical Understanding:**
 - a. Theoretical knowledge will be imparted alongside practical skills, including the use of music notation, rhythm, and harmony.

Assessment and Progress

- Assessment will be ongoing and formative, with opportunities for pupil self-assessment and peer assessment.
- Progress will be monitored through observations, performances, and compositions.
- Each pupil's achievements will be reported to parents during annual reviews, and curriculum targets will be set to support their musical development.

Extra-Curricular Activities

- We will provide a range of extracurricular opportunities, such as:
 - Choir and ensemble groups.
 - Instrumental lessons through partnerships with local music services.
 - Workshops and masterclasses featuring visiting musicians.
 - School performances, concerts, and participation in music festivals.

Staff Development

- Teachers will engage in continuous professional development (CPD) to enhance their subject knowledge and teaching practice in music.
- The subject leader will provide support through resources, lesson plans, and shared pedagogy to ensure high standards are maintained.

Inclusion and Protected Characteristics

- This policy addresses the needs of all pupils, including those with special educational needs and disabilities, by providing differentiated resources and tailored support strategies.
- We will promote inclusivity, ensuring every child has the opportunity to participate in music, regardless of ability.
- Children in all year groups are exposed to the teaching and learning of music.
- The musicians and pieces of music studied are from musicians of different ages, from different time periods.
- The music curriculum is accessible for children with disabilities, encouraging them to explore all elements of music independently or with adult support.
- The teaching and learning of music encourages children to have a freedom of expression and emotion with the expectation of receiving and showing respect no matter how a person chooses to identify.
- The teaching and learning of music is accessible for all children and adults at Water School, no matter their race. Music from musicians of different races and cultures are taught and explored.
- The teaching and learning of music is accessible for all children and adults at Water School, no matter their religion or beliefs. Music from musicians of different religions/beliefs are taught throughout the year groups.
- Specific religious festivals are also celebrated and explored through music.
- The teaching and learning of music is accessible for all children and adults at Water School, no matter their marital status.
- Music from musicians of different marital status are taught and explored.
- The teaching and learning of music is accessible for all children and adults at Water School, no matter their sex. Music from musicians of different sexes are taught and explored.
- The teaching and learning of music is accessible for all children and adults at Water School, no matter their sexual orientation.
- The teaching and learning of music is accessible for everyone no matter their maternal status.

Community Engagement

- We will foster links with parents and the wider community by showcasing students' musical achievements and inviting community musicians to work with students.
- Collaborative projects with local schools and organisations will be sought to enhance our music offerings and provide varied experiences for our pupils.

Summary of Ofsted Expectations

According to the latest Ofsted framework, exceptional music education allows pupils to:

- Demonstrate high levels of engagement and enjoyment in their musical learning.
- Exhibit consistently strong progress and development in their musical skills and knowledge.
- Communicate effectively about their own musical experiences and reflect critically on their learning.
- Access a wide-ranging and relevant music curriculum that promotes cultural capital.

Ofsted will evaluate the effectiveness of the music policy through:

- Management of the subject, ensuring clear leadership and accountability.
- Quality of teaching and assessment practices in music.
- Impact on pupils' personal development and societal understanding through musical engagement.

Resources

We have a wide range of percussion musical instruments in school as well as using the Lancashire Music Scheme of work which enables children to listen and learn varied pieces of music. Children in upper KS2 also are loaned a musical instrument from the Lancashire Music service which they are able to take home to further their abilities. Our Year 6 are currently learning to play the Clarinet.

Music Rolling Programme

The schemes of work are taken from the Lancashire Music Service Charanga scheme of work. EYFS and Key Stage One follow three-year programme of study and Years 4 and 5 follow a three-year rolling programme whilst Year 6 are taught by a music specialist. This is due to the nature of our small school including the alternating number of classes we have from one year to the next.

Conclusion

In summary, this music policy is designed to provide our pupils with an enriching music education that is inclusive, engaging, and capable of fostering a lasting passion for music. Through the implementation of this policy, we strive to meet and exceed the expectations of the Ofsted framework while ensuring that our pupils flourish as skilled musicians and appreciative audiences.