

Woodlands Primary School



MUSIC POLICY & STATEMENT OF INTENT

Status:	Current	
Date Adopted by Governing body:	5 th February 2025	
Created/updated by Helen Hollands	January 2025	
Review by Curriculum Committee:	January 2027	

I. Statement of Intent

At Woodlands Primary School all children follow a broad and balanced curriculum that includes the ten National Curriculum subjects, SMSC and Religious Education. Our broad and balanced curriculum also includes Design Technology, History, Geography, Art, Physical Education, French and Personal Social and Health Education.

Our aims in teaching Music are that all children learn to:

- Find enjoyment in music and creativity.
- Hold a positive self-image and develop confidence.
- Discover a sense of purpose and fulfilment in musical expression.
- 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.
- 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.
- Develop a critical engagement with music, allowing them to compose, and to listen with discrimination.
- Engage and inspire pupils to develop a love of music.
- 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.

We regard music as an important subject because:

- Music is a universal language that embodies one of the highest forms of creativity.
- Music can contribute to cultural understanding.

Woodlands Primary School
Music Policy
Subject Leader: Helen Hollands

2. The National Curriculum

The National Curriculum prescribes that at Key Stage 1 pupils must be taught:

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and un-tuned instruments musically ☐ listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

The National Curriculum prescribes that at Key Stage 2 pupils must 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.
- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

- To improvise and compose music for a range of purposes using the inter-related dimensions of music.
- To listen with attention to detail and recall sounds with increasing aural memory.
- To use and understand staff and other musical notations.
- To 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.

3. Planning and teaching EYFS

In the EYFS (Early Years Foundation Stage), Nursery and Reception, pupils are given the opportunity through directed music learning opportunities, continuous provision and through visiting experts to:-

ELG	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.
Reception	Sing in a group or on their own, increasingly matching the pitch and following the melody.
	Listen attentively, move to and talk about music, expressing their feelings and responses.
	Explore and engage in music making and dance, performing solo or in groups.
Three and Four Years	Use drawing to represent ideas like movement or loud noises.
	Create their own songs, or improvise a song around one they know.
	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
	Remember and sing entire songs.
	Respond to what they have heard, expressing their thoughts and feelings
	Listen with increased attention to sounds.
	Sing the pitch of a tone sung by another person ('pitch match').
	Play instruments with increasing control to express their feelings and ideas.
Birth to 3 Years	Show attention to sounds and music.
	Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
	Make rhythmical and repetitive sounds.
	Join in with songs and rhymes, making some sounds.
	Explore their voices and enjoy making sounds.
	Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
	Move and dance to music.
	Respond emotionally and physically to music when it changes.

Woodlands Primary School
Music Policy
Subject Leader: Helen Hollands

Key Stage 1

At Key Stage 1 pupils develop their skills further through increasing their knowledge and understanding of materials and techniques, environments and their own identity and experiences.

At this stage pupils use colour, shape, pattern and texture to express their emotions and ideas.

They begin to ask questions and learn about other artists and art from a variety of cultures. They explore how the art was made, what it was made from and their thoughts and feelings regarding each piece.

Key Stage 2

At Key Stage 2 pupils develop their creativity further by increasing their knowledge, skills and understanding of materials and processes.

Pupils' experiences at this stage enable them to understand the diverse functions of art in the wider world.

Pupils learn to improve their use of tools and become confident in using a variety of techniques.

Pupils increase their awareness of the purposes of art from historical periods and begin to ask themselves about the purpose, creation, materials and significance of a variety of art works.

4. Learning environment

Activities are organised at the teacher's discretion and according to the availability of materials. Art activities may be carried out individually, as a small or large group, or as a whole class activity. Planning for art and design is provided for in medium and long-term plans. Each unit of work has a one page unit overview. When teachers are planning a unit they will look at the INSIGHT tracking system to identify skills individual children need to focus on.

All lessons should have a clear learning objective and success criteria using the success format.

Woodlands Primary School
Music Policy
Subject Leader: Helen Hollands

5. Assessment and recording

Assessment and feedback to pupils is usually carried out by observation and oral feedback during lessons.

Progression and achievement is tracked against learning objectives and is recorded on the INSIGHT assessment tracking system.

Photographic and video records are saved in year group folders on the school server as detailed below:

Staff Share

Music

Find your year group folder

Open Current Cohort Folder

Save your evidence here

Floor Books keep a running record of assessment for class music through pictures, work and self-assessment.

Class teachers complete a short practical assessment at the start of each music day to identify gaps in knowledge and skills and plan to address these as a class, in small targeted groups and on a 1:1 basis.

Class teachers complete a handover assessment sheet to the next class teacher identifying gaps in teaching, learning and skills.

Children regularly self-assess their own learning, understanding and progress in music throughout each music day.

6. The subject leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans.

The leader will monitor the quality of teaching and the standard of work produced.

The leader will carry out a practical, and if appropriate book/work scrutiny for each Music unit. The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.

The subject leader will offer support to colleagues and share their expertise and experience. The subject leader will meet new members of staff to go through the policy and curriculum and share how work is recorded.

They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore. They will support teachers in developing their confidence and skills in teaching Music lessons.

CPD is in place through working with the head teacher/ leadership team and at staff meetings. The subject leader will attend relevant training for curriculum leaders, cluster meetings and share information with staff.

Woodlands Primary School
Music Policy
Subject Leader: Helen Hollands

7. Resources

The school has access to basic percussion instruments held in the central store room. Teachers and pupils have access to I pads to record performances. Stringed music instruments are on loan from Wiltshire Music Connect. We also have access to simple ICT music programs (such as 2compose and 2play).

8. Displays

The school promotes the displaying of Music learning and activities in school and the wider opportunities and experiences the children have been or are involved in classrooms and in the hall / corridor areas. It can influence how children feel about their environment, convey standards and promote high expectations. We use displays to celebrate achievement and support teaching and learning.

Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

9. Health and safety

The health and safety of our pupils at Woodlands Primary and Nursery School is of great importance. Therefore, the following guidelines will be followed in order to ensure our children's safety:

- Instruments will be checked regularly to ensure that they are in good repair and of good quality. All splintered or rusty instruments will be thrown away immediately;
- Children who are taught to play a wind instrument, such as the recorder, will have an individually labelled instrument and so there will be no need for sharing; If this is provided by the school each instrument will be sterilised before being issued to another pupil.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing and will be locked away when they are not in use.
- The school's piano will only be moved by an adult member of staff;
- At Woodlands, we enable pupils to have access to the full range of activities involved in learning and sharing music. Where children are to participate in activities outside the classroom, for example external performances and attending musical events (e.g. musical activities in the Cathedral), a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

10. Equal opportunities

Equal opportunities are addressed in the whole school Equality Policy and care is taken in Music lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

11. Contribution of music in the core subjects

curriculum English

Music encourages children to ask questions about the starting points for their work. They learn to compare ideas and approaches and to express feelings through performing and appraising different styles, genres and musical forms. They can comment on differences and similarities in their own work and the work of others. They can look at and talk about the work of other composers and musicians both living and throughout history.

Maths

Music allows children opportunities to develop their understanding of pattern, space and dimensions. It also strongly supports children's number and calculation skills.

Computing

ICT is used to support Music teaching and learning. Children use ICT software to explore the key strands of listening and appraisal, composing and performing. It allows older children to develop their ideas using visual recording technology and the internet.

PSHE

In Music lessons children are taught to discuss how they feel about their own work and the work of others. They are also encouraged to reflect on how different genres of music have effect on their emotions.

SMSC

Music offers opportunities for social development. Working in groups allows children to learn from each other and to share ideas and feelings. Music helps them to develop a respect for the abilities of other children and encourages collaboration.

Woodlands Primary School
Music Policy
Subject Leader: Helen Hollands

Appendix:

Key Skills Acquisition Ladder Music Foundation Stage 2, KS1 and KS2

Music Nursery and YrR			
Development Matters birth to 3 years (non-statutory)	<ul style="list-style-type: none"> • Show attention to sounds and music. • Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Make rhythmical and repetitive sounds. • Join in with songs and rhymes, making some sounds. • Explore their voices and enjoy making sounds. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Move and dance to music. • Respond emotionally and physically to music when it changes. 	Listen and Respond	Listen to a piece of music and respond in a variety of ways.
		Explore and Create	Explore pitch, rhythm and dynamics through games.
Development Matters 3&4 years (non-statutory)	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Create their own songs, or improvise a song around one they know. • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Remember and sing entire songs. • Respond to what they have heard, expressing their thoughts and feelings • Listen with increased attention to sounds. • Sing the pitch of a tone sung by another person ('pitch match'). • Play instruments with increasing control to express their feelings and ideas. 	Singing and playing	Sing nursery rhymes and songs.
Development Matters Reception and ELG	<ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Listen attentively, move to and talk about music, expressing their feelings and responses. • 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. 	Share and Perform	Share with the class, other classes, parents, in small and large groups songs they have learnt.
Music Yr1			
Listen & Appraise	Begin to recognise styles/genres. Find the pulse in simple pieces of music with support. Recognise some percussive instruments and know the difference between a tuned instrument and a percussive instrument when listening. Listen to pieces of music and talk about what you have heard beginning to use some musical vocabulary. Begin to share your ideas on other dimensions of music as part of a whole class/large group.		
Singing	Start to sing. Learn about singing and vocal health.		

Woodlands Primary School
Music Policy
Subject Leader: Helen Hollands

	Begin to learn about working in a group/band/ensemble.
Playing	Start to play a classroom instrument in a group/band/ensemble.
Improvisation	Begin to explore and create your own responses, melodies and rhythms.
Composition	Begin to create your own responses, melodies and rhythms and record them in some way.
Perform/Share	Begin to work together in a group/band/ensemble and perform to each other and an audience.
Music Yr2	
Listen & Appraise	Begin to recognise an increasing number of styles/genres. Find the pulse in a range of musical genres with support. Recognise percussive, brass and stringed instruments when listening to them in a piece of music. Listen with increasing attention to pieces of music and talk about what you have heard beginning to use some musical vocabulary accurately. With increasing confidence, share your ideas on other dimensions of music as part of a whole class/large group.
Singing	Begin to sing an increasing range of songs. Begin to learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
Playing	Play a few different classroom instruments in a group/band/ensemble.
Improvisation	Continue to explore and create your own responses, melodies and rhythms.
Composition	Continue to create your own responses, melodies and rhythms and record them in some way.
Perform/Share	Continue to work together in a group/band/ensemble and perform to each other and an audience.
Music Yr3	
Listen & Appraise	Begin to recognise an increasing number of styles/genres of music from different cultures. Find the pulse independently in a range of musical genres. Recognise a range of percussive and tuned instruments. Discuss what you hear using a range of musical terms and vocabulary. Listen attentively to pieces of music and talk about what you have heard beginning to use some musical vocabulary accurately. With confidence, discuss other dimensions of music in a variety of small groupings and then feedback to whole class.
Singing	Sing with increasing confidently, a range of songs in a group. Continue to learn about singing and vocal health. Be able to name some different types of voices and some styles of singing. Continue to learn about working in a group/band/ensemble.
Playing	Continue to play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol
Improvisation	Continue to explore and create your own responses, melodies and rhythms.
Composition	Continue to create your own responses, melodies and rhythms and record them in some way. Begin to explore the link between sound and symbol.
Perform/Share	Continue to work together in a group/band/ensemble and perform to each other and an audience.
Music Yr4	
Listen & Appraise	Recognise an increasing number of styles/genres of music from different cultures. Find the pulse independently in a range of musical genres and regular time signatures. Identify a range of percussive and tuned instruments in pieces of music. Discuss what you hear using a range of musical terms and vocabulary. Listen attentively to pieces of music and talk about what you have heard beginning to use some musical vocabulary accurately. With confidence, discuss other dimensions of music in a variety of small groupings and then feedback to whole class.
Singing	Sing with confidence, a range of songs in a group. Begin to learn about singing techniques and vocal health. Be able to name different types of voices and a range of styles of singing. Continue to learn about working in a group/band/ensemble.
Playing	Continue to play a classroom/band instrument in a group/band/ensemble.

Woodlands Primary School
 Music Policy
 Subject Leader: Helen Hollands

	Explore, with increasing confidence, the link between sound and symbols.
Improvisation	Continue to explore and create your own responses melodies and rhythms
Composition	Continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.
Perform/Share	Continue to work together in a group/band/ensemble and perform to each other and an audience.
Music Yr5	
Listen & Appraise	In greater depth and with increasing confidence recognise an increasing number of styles/genres of music from different cultures. Find the pulse independently in a range of musical genres and time signatures. Identify a range of percussive and tuned instruments in a range of music. Discuss what you hear using a range of musical terms and vocabulary. Listen attentively to pieces of music and talk about what you have heard using some musical vocabulary accurately. In greater depth and with confidence, discuss other dimensions of music in a variety of small groupings and then feedback to whole class.
Singing	Sing with confidence, a range of songs in a group. Learn about a range of singing techniques and vocal health. Be able to name different types of voices and a range of styles of singing. Continue to learn about working in a group/band/ensemble.
Playing	Play a classroom/band instrument in a group/band/ensemble. Continue to explore the link between sound and symbol
Improvisation	Explore and create your own responses, melodies and rhythms
Composition	Create your own responses, melodies and rhythms and record them in some way. Begin to explore the link between sound and symbol.
Perform/Share	Work together in a group/band/ensemble and perform to each other and an audience.
Music Yr6	
Listen & Appraise	In greater depth and with confidence recognise an increasing number of styles/genres of music from different cultures. Find the pulse independently in a range of musical genres and time signatures and identify when the pulse changes within a piece of music. Identify a range of percussive and tuned instruments in a range of music/genres of music. Confidently discuss what you hear using a range of musical terms and vocabulary. Listen attentively to pieces of music and talk about what you have heard using appropriate musical vocabulary accurately. In greater depth and with confidence, discuss other dimensions of music in a variety of small groupings and then feedback to whole class.
Singing	Sing with confidence, a range of songs in a range of contexts. Learn about a range of singing techniques and vocal health. Be able to name different types of voices and a range of styles of singing. Continue to learn about working in a group/band/ensemble.
Playing	Play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.
Improvisation	Create your own responses, melodies and rhythms.
Composition	Create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.
Perform/Share	Continue to work together in a group/band/ensemble and perform to each other and an audience.

Woodlands Primary School

Music Policy

Subject Leader: Helen Hollands

Assessment and Monitoring Timetable 2015-2027

Music (Planning, Teaching and Learning supported by the Sing Up programme)

Woodlands Primary School

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Baseline Assessment for children entering the nursery. Next Steps Ongoing Assessment 2 Year Check	Baseline Assessment for children entering the Acorns. Insight, Floor Book and evidence on server collated weekly.	Music Lead to observe a music session		Pupils to conduct a self-audit of skills and knowledge	Pupils to conduct a self-audit of skills and knowledge	Pupils to conduct a self-audit of skills and knowledge	Pupils to conduct a self-audit of skills and knowledge
2	Next Steps Ongoing Assessment Development Matters Assessment - EYFS curriculum 2 Year Check	Next Steps Assessment ongoing.	Music Lead to monitor Floor Books	Music Lead to monitor Floor Books Music Lead to observe a music session	Music Lead to monitor Floor Books			
3	Baseline Assessment for children entering the nursery. Next Steps Ongoing Assessment 2 Year Check	EYFS Development Matters attainment and progress assessment. Music Lead to observe a music session.	Music Lead to monitor insight Music Lead to conduct Pupil discussions	Music Lead to monitor insight Music Lead to conduct Pupil discussions	Music Lead to monitor insight Music Lead to conduct Pupil discussions	Music Lead to monitor insight Music Lead to conduct Pupil discussions	Music Lead to monitor insight Music Lead to conduct Pupil discussions	Music Lead to monitor insight Music Lead to conduct Pupil discussions
4	Next Steps Ongoing Assessment Development Matters Assessment - EYFS curriculum 2 Year Check	Pupils to conduct a self-audit of skills and knowledge	Pupils to conduct a self-audit of skills and knowledge	Pupils to conduct a self-audit of skills and knowledge	Pupils to conduct a self-audit of skills and knowledge Music Lead to observe a music session	Music Lead to monitor Floor Books Music Lead to observe a music session	Music Lead to monitor Floor Books	Music Lead to monitor Floor Books
5	Baseline Assessment for children entering the nursery. Next Steps Ongoing Assessment 2 Year Check	EYFS Development Matters attainment and progress assessment. Assessment for GLOD submitted. Music Lead to monitor Floor Books	Music Lead to monitor Floor Books	Music Lead to monitor Floor Books	Music Lead to monitor Floor Books			
6	Next Steps Ongoing Assessment Development Matters Assessment - EYFS curriculum 2 Year Check					Music Lead to monitor Floor Books	Music Lead to monitor Floor Books Music Lead to observe a music session	Music Lead to monitor Floor Books Music Lead to observe a music session

Woodlands Primary School
Music Policy
Subject Leader: Helen Hollands