

MUSIC Policy



To be reviewed: 3 Yearly

Adopted: January 2009

To go to: Curriculum Committee September 2025

Approved by Governors: September 2025

Amended and Reviewed: CA September 2025

'It is not in the stars to hold our destiny but in ourselves'

Introduction

“Music makes a kind of liquid link between the study of languages, literature and other arts, history and sciences – joining them together in the outer world of feelings and relationships and the inner world of the imagination”
(Dr Robin Holloway, Composer N.C. document 2000).

At Shakespeare School we aim to enable each child to grow musically at his/her own level and pace and support children’s instinctive drive for sensory experience. We aim to develop awareness and appreciation of organised sound patterns and to learn to express ideas, thoughts and feelings through music. An awareness of music can help to develop understanding of musical traditions, styles and cultures from other times and places. Above all we aim to foster enjoyment of all aspects of music and to allow children the true feelings of achievement through performance.

Statutory Requirements

The teaching is broadly based around the National Curriculum Programmes of Study and this is particularly helpful with ensuring that there is continuity and progression. Objectives are taken from Charanga’s ‘Creative Music Scheme’.

The National Curriculum document for music sets out a clear, full and statutory requirement for all children. It determines the content of what will be taught, and sets attainment targets for learning. The programmes of study set out what should be taught at Key Stage 1 and 2. The Foundation Stage’s programmes of study are set out in the Early Learning Goals. The knowledge, skills and understanding in each programme of study identify the three areas of music: performing, composing and appraising. In the Model Music Curriculum these are split into 4: Singing, Listening, Composing and Performing, thus adding an emphasis on the fact that performing isn’t just about singing.

Organisation and Planning

The curriculum is from Lancashire Music Service’s Charanga Musical School. This scheme has been written taking into account National Curriculum objectives as well as being influenced by the 2021 Model Music Curriculum. It has been written to include and cover the broad range of skills required to be taught in order to deliver a well-rounded music curriculum across the school, including a balance of substantive and disciplinary knowledge. Planning is provided as part of the scheme and teachers are responsible for accessing and downloading the plans for the lessons they teach. The Music Co-ordinator is always on hand to provide any necessary guidance with planning and lesson delivery.

The music curriculum is split into 6 units per year group, featuring approximately 6 lessons in each unit. Lessons are typically an hour long and all musical learning is built around the interrelated dimensions of music. Weekly lessons involve a combination of the following activities: understanding music, listen and respond/appraise, musical activities including singing, playing, improvising, composing, and performing.

Due to Charanga’s spiral curriculum, children are taught substantive knowledge about the nine interrelated dimensions of music and how to apply and interpret them. Lessons also focus on developing the children’s skills and knowledge required for them to develop as musicians. They then have a plethora of opportunities to showcase the disciplinary knowledge and skills as part of a performance, whether this be as part of a group or as a solo. Children who are struggling to grasp certain skills/techniques will be offered immediate reactive support during lessons.

Children will be using the same language, vocabulary and technical terms when listening to music, performing, composing and improvising throughout the year, with new vocabulary/terms being introduced each year to build upon existing knowledge. All musical elements and concepts that are introduced are continually revisited in more complex and intricate ways as children progress through subsequent year groups. This leads to musical skills being reinforced, more secure, deeper learning and musical mastery.

Music within the Curriculum

The time allocation for timetabled music is 1 hour per week. Based on an annual cycle, each year group has an opportunity to present the 'Music for the Half term.' This is a chosen piece of music which the children in that year group study in some depth. The music is played in every assembly in that half term, and the children present details of the piece and provide an accompanying display along with a second display showcasing artwork inspired by an artist relating to their piece of music. Children in all year groups enjoy learning and singing these pieces of music, which change every year.

Both choir and band contribute extensively to the Christmas Carol Service and all children sing in the assemblies, as well as having weekly hymn practices. At the end of the year there is a School Production in which every child and class in Key Stage 2 take part which includes singing and dancing. Key Stage 1 children also perform in their own Nativity every Christmas.

Assessment

Assessment in music is done through continuous assessment for learning by monitoring progress against the year specific expectations within a unit of music. Summative assessments are made observing children's performances and compositions. Digital evidence is taken to support teacher observations and assessments of children's ongoing progress. Teachers assess each child every term as to whether they are working below the expected standard, towards the expected standard, at the expected standard or if they are working at greater depth. Feedback during lessons will help to provide appropriate targets for individuals.

Performances in class are recorded on iPads and saved as video evidence on the school L drive. Some of these will also be uploaded onto the school website. The scheme's spiral design ensures that children are offered multiple opportunities to demonstrate understanding from current and previous units through performance, improvisation and composition. Significant achievement or weaknesses may be noted and serve as a basis for planning appropriate future challenges.

Assessments show that children are making good progress and most children reach age-related expectations by the end of each year group. Some children exceed these and are above age-related expectations. Learning walks and pupil interviews are also conducted throughout the year.

At the end of each full term, teachers will make a summative judgement and provide each child with a year group level. This is recorded using our Sonar Tracker.

WTS
WTS+
EXS
EXS+
GD

Extra-curricular opportunities

Music is used throughout the school outside of curriculum time. Children enjoy listening to music from different genres in assemblies and learning songs from different themes in hymn practice. Pupils are encouraged to participate in 'Shakey's Got Talent' which showcases a wide range of musical ability. There are also many extra-curricular opportunities for children to express their various talents.

Shakespeare has various after-school clubs, lunchtime clubs and small group music lessons on offer. Instrumentally, we have our Concert Band which consists of musicians in Years 5 and 6 initially and then Year 4 pupils once they have built up some proficiency on their instruments. We also have lunchtime clubs which allow pupils from Years 1-6 to play instruments including keyboards, hand chimes, boomwhackers and more. In addition, some of our children are currently receiving small group rock band lessons which are run by Rocksteady Music School. Our children love attending their end of term concerts to see what they have learnt and are so supportive of their peers.

Vocally we have Karaoke club which gets children building up their confidence with singing, ready for potentially joining the choir. Our choir varies each year with the loss of Year 6 pupils and the addition of new choir members following a successful audition. The choir perform throughout the year in competitions both locally and regionally and enjoy going out and singing in the community.

Music forms a huge part of our celebrations in school and both the choir and band perform at school events such as the KS2 carol service. Children are enthusiastic about music and many enjoy taking advantage of the extra-curricular music and peripatetic music lessons offered in school. At Shakespeare, we are rightfully very proud of our performing groups which bring much credit to the school and a rich feeling of achievement, pride and teamwork to the children involved.

Staffing

All class teachers teach music to their own class, except Year 4. There is a specialist teacher from Lancashire Music Service who teaches the Year 4 Whole Class Instrumental Tuition for one afternoon per week with each class having an hour-long lesson. Miss Farrer also teaches 2 afternoons per week to boost curricular music and provide staff CPD for teaching music. These sessions alternate weekly for each class and focus on musical notation, music theory and elements of music. Choir, band and other instrumental extra-curricular clubs are run by Mrs Allcock and Miss Farrer.

S.E.N.D. Statement

Children with Special Educational Needs/Disabilities will be recognised, and differentiation will be offered wherever possible to promote the child's development and self-esteem. We will endeavour to employ the appropriate strategies in this curriculum area to ensure that music lessons are accessible for all.

Multi – Cultural Statement

Music has particular value in promoting *global* issues. It is a universal language, and is easy to understand and share with others irrespective of their culture. Links with other cultures will be developed wherever possible in the teaching of Music. This is covered in the work of the Charanga music scheme, the Model Music Curriculum and will be reinforced with visits from musicians from other cultures and specialist teaching staff when children will have opportunities to appraise, and occasionally take part in workshops.

Equal Opportunities Statement

All children have an entitlement to access the Music schemes and work at an appropriate level.

Early Years

The Early Learning Goals aim to give the children knowledge and skills so that they can begin The National Curriculum.

Music is a 'hands on' experience and all children are given the opportunity to use their senses and are encouraged to:

- 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

John Lyne - Music Coordinator - January 2009

C. Savage – Music coordinator – February 2017

C. Allcock – Music coordinator – April 2022

C. Allcock – Music Coordinator – September 2025