



Rawmarsh Ryecroft Infant School

Music Policy

Reviewed: September 2025

Next Review Due: September 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Music. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the National Curriculum, which sets out in detail what pupils in different key stages will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others.

Intent

Curriculum Definition

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 talent 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 to the best in the musical canon.

At Rawmarsh Ryecroft Infant School we believe that music is a practical, creative subject, which can be of benefit to all children in developing imagination, the ability to listen attentively and the ability to express personal thoughts and feelings. Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression, and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. It is also important in helping children feel part of a community.

Music should be taught throughout the school, establishing cross curricular links where possible. As well as music lessons in class, whole school singing sessions take place weekly and are usually led by the class teacher. These should include topic related songs and songs to be learnt by the whole school and take 1 hour for both the singing and music sessions.

Commencing the academic year 2021, each class from Foundation to Year 2 learn music through using a scheme called Charanga which is a high quality, structured music scheme for the new curriculum that develops children's musical skills. This scheme is taught on a weekly basis by the class teacher for approximately 45-60 minutes a week. Charanga's scheme allows teachers to build on previous learning and build on skills taught throughout the different units of learning. The scheme includes opportunities for children to listen to music, answer questions, practice new musical vocabulary, compose and appraise. These lessons also develop their skills of listening, memorising,

taking turns, performing and evaluating which enhance success and self-confidence regardless of academic ability. Children gain experience of working both as an individual, group member and as a class.

In the Early Years and Key Stage 1 this scheme provides children with the opportunity to listen and respond to different styles of music, learn to sing or sing along with nursery rhymes and action songs, understand the basics of pulse, rhythm and pitch, improvise and play classroom percussion instruments and also share and perform music.

Units

Aims for the Teaching of Music

At Rawmarsh Ryecroft Infant School we aim:-

- To raise standards in music by using the National Curriculum as a tool for teaching and learning.
- To teach the children music disciplinary knowledge
- To teach music substantive knowledge.
- To encourage children to 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.
- To learn to sing and to use their voices, to create and compose music on their own and with others and have the opportunity to use different musical instruments.
- To 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.

Implementation

Teaching and Learning

The curriculum for music is as set out in the National Curriculum and EYFS Documentation with the focus of teaching in Key Stage 1 being to ensure that pupils develop their musical knowledge, skills and explore how music is created.

In order for children to develop a real appreciation of music they are encouraged to participate as listeners, singers and instrumentalists. They learn how to control their bodies, voices and instruments and use them effectively to produce sound.

Children are given the opportunity to perform, compose, listen and appraise music and are taught to recognise the elements of...

- Pitch - if a sound is high or low
- Pulse - the repeated beats through the music
- Duration - the length of a sound, pulse or rhythm
- Dynamics - if a sound is loud, soft, quiet or there is silence
- Timbre - the quality of the sound i.e., smooth, tinkling
- Tempo - the speed of the sound
- Texture - if one or more sounds are being played at the same time
- Structure - how music is built up e.g., repeating patterns, sections, rhythm

Children are given the opportunity to develop their appreciation of music by well-known composers and performers as well as from different times and cultures.

Whenever possible children are given the opportunity to see, hear and participate in live performances. This includes visitors to school as well as participation in concerts.

By the end of Year 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Curriculum Planning

All learning is planned using objectives from the National Curriculum and the Early years foundation stage (EYFS) statutory framework with lesson building upon the prior learning from the previous year.

In depth planning medium term plans is found within the music curriculum progression map and schemes of work lead by the subject lead. This is then utilised by class teachers ensuring sequential learning over the half term.

Vocabulary and resources are carefully planned for each lesson and learning scaffolded to meet the needs of individual learners including those with SEND.

Impact

Monitoring and Assessment/ Moderation

Teachers assess children's work in music by making informal judgements about achievement of Teaching and Learning objectives as they observe them during lessons. This is a flexible and continuous process. Teachers emphasise the positive achievements of pupils and encourage them to self-assess how they could improve

further. Teaching staff record lessons at the beginning and the end of each half term to monitor progress.

Methods of assessment may include aural tests such as clapping back rhythms or identifying dynamics and tape recordings, a digital camera or a video may also be used to record work done. Children are always encouraged to appraise their own performance.

Assessment informs planning and it is good practice for staff to make assessments and keep notes which they find useful. Significant achievement or an area for development may be noted and may serve as a basis for planning future challenges and form part of the annual report to parents.

Assessment grids are completed after each half term which then enables the Music subject leader to adapt and make any changes to support children's needs and support their development.

Inclusion

Ryecroft Infant school is an inclusive school and ensures policy and procedures are in place to promote this. The design and delivery of teaching, learning and assessment methods allow all students to engage meaningfully with the curriculum and achieve their full potential.

Health and Safety

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy.

EYFS

The music curriculum for the Foundation Stage is as set out in the EYFS document. This is included in the heading 'Expressive Arts and Design'. Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.