

# Music Policy

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**CAPTAIN WEBB PRIMARY SCHOOL**

Curriculum

## Document History

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## **Introduction**

Music and singing is integral to the life of a Captain Webb child. Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses both on emotional and intellectual levels. Music is a varied and ever-changing medium. It surrounds us in its various forms and can encourage self-confidence, be a source of calm or comfort, and provide inspiration for any project. Music contributes to a broad and balanced arts provision for all pupils and is taught as part of the National Curriculum.

## **Aims of teaching**

Our objective at Captain Webb is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We improve our pupil's cultural capital through our music curriculum and extra-curricular provision.

Our school's aims are to:

- Develop musical skills and concepts through listening, appraising, performing and composing.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and developments in a variety of cultures.
- Be motivated to enjoy and succeed in music.
- Have fun and be creative!

## **Teaching and learning of Music (an inclusive approach)**

The national curriculum for music aims to ensure that all pupils:

- 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.
- Learn to sing and to use their voices, 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.
- 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.

Music is firmly embedded into everyday life at Captain Webb. We deliver a clear and comprehensive scheme of work in line with the National Curriculum with some support from Charanga. Music is taught for one hour weekly. Music lessons in both Key Stage 1 and Key Stage 2 are taught by Telford and Wrekin Music tutors and EYFS have music sessions delivered by Music Minors. Utilising specialist teachers ensures knowledge and skills are progressive from the age of 2 to the age of 11 as well as giving our children the opportunity to experience learning instruments from experienced tutors. This also ensures that children receive high quality music provision and that teachers receive valuable, regular CPD. T&W Music utilise Charanga which includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. In doing so children gain an understanding into different methods of creating notes, as well as how to read basic music notation. They also learn to compose focussing on different dimensions of music, which in turn feeds their understanding when playing or appraising music.

Weekly music lessons are just the start here at Captain Webb. Singing and music underpin everything that we do which was evidenced when we were awarded a Gold Award from Artsmark. One of our popular extra-curricular clubs is our Key Stage 2 Young Voices Group where we make community links and sing at our local Dawley Christmas Light Switch On. We also perform in homes for the elderly which both the children and adults thoroughly enjoy. Our extra-curricular clubs and 'Composer/artist of the Week' enhance our cultural capital and children hear music from Beethoven right through to Destiny's Child. Singing is also embedded in our weekly singing assemblies, and we are proud to say that we are a school that supports children in finding their voices.

Weekly small group and 1:1 tutoring sessions also take place for violin, guitar, keyboard and vocals. These sessions are also delivered by T&W Music.

There is plenty of opportunity for children to sing and play instruments as part of our Captain Webb's Got Talent showcase every summer. Children at Captain Webb regularly experience live music in the form of theatre shows and live bands. Live performances add to the music offer all children receive and provide opportunities for Pupil Premium children that they might not otherwise experience.

### **Programmes of study - Foundation stage**

At Captain Webb, Music in the EYFS is taught through the area of learning: "Expressive Arts and Design". In Reception we regularly sing throughout the week and incorporate it within cross-curricular teaching and learning, for example in maths. We use a range of percussion instruments to develop early musicianship, creating foundations of pulse and rhythm, as well as creativity and self-expression. These musical instruments are used in discrete music lessons and in areas. Children are exposed to music through topics, celebrations throughout the year and Charanga, creating a foundation for their musical education. Singing and playing musical instruments together and performances throughout the year (including our Christmas Nativity) develops performance skills and making music as an ensemble.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

By the end of the EYFS, children should have attained the level of development as defined by the Early Learning Goals (ELGs). For music these include: ELG: Being Imaginative and Expressive Children at the expected level of development will: - 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.

### **Programmes of study - Key Stage 1**

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### **Programmes of study – Key Stage 2**

Pupils should 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.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation.
- Appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

## **Planning**

In Nursery and Reception, music planning follows the EYFS Framework, within the specific area of Expressive Arts and Design. Planning in both Key Stage 1 and Key Stage 2 follows the National Curriculum. The Music Coordinator oversees all lessons that are planned and delivered by T&W Music specialists to ensure full coverage of curriculum requirements, differentiation and progression. Knowledge and Skills are at the heart of our planning and the Music Coordinator ensures these are built upon and revisited each year to ensure learning is sustained and that children know more and remember more. The Music Coordinator works with the tutors to ensure delivery is engaging and appropriate for pupils and follows the National Curriculum.

## **Cross curricular links**

At Captain Webb, we strive to make links across subject areas as much as possible to ensure learning is embedded and secure. Children utilise their Music knowledge and skills in many other subjects including Reading, Computing, French and English. Here children use their knowledge of rhythm and pulse through poetry. Singing is particularly crucial in Maths lessons at Captain Webb, specifically when recalling multiplication facts. Children sing songs and rhymes to help them retain important facts. During dance lessons in PE, a wide range of music is used to support learning dances from other cultures and times including that of various composers.

## **Assessment**

Assessment in music is designed to help teachers to help children. Formative assessment is ongoing daily and evidence for recording and reporting purposes is gained from teacher/tutor observation. Music assessment is reported to parents at the end of each academic year in their child's report. We are aware that music is predominantly a skills-based subject however children need to progress in all aspects of the subject to succeed. As a result of this, we assess both declarative and procedural knowledge through experiential learning. Summative assessments take place infrequently (3 times per year) as we do not want to take away from children's learning time. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. As part of our formative assessment a vocabulary check will take place at the end of each unit to ensure declarative knowledge is secured before moving on. In addition, procedural knowledge will be captured in the form of video footage at the end of each unit to showcase work and show progress over time. This is used to help teachers help children progress. Any gaps in knowledge identified by these assessments are observed by the subject lead who amends planning as necessary to ensure children are secure and learning is revisited. We utilise pupil voice regularly as a means of engaging children in their own learning and what they would like to see in their Captain Webb music journey. The children also celebrate their success and skills with their peers and wider audiences in a variety of performances including those in the local community. As part of our music provision, we achieved an Excellence in Music Provision Award from The Music Partnership and our Year 3 pupils received a Distinction in Music Performance from the University of West London and a Silver Award from Telford and Wrekin Music in celebration of our music provision.

## **Equal Opportunities**

Music plays an important part in the life of our school. It is available to every child and all children take part in musical activities; making a positive contribution to the life of the school and local community. Activities both within and outside the classroom are planned in a way that encourages full and active participation by all children, matched to their knowledge, understanding and previous experience. Children have equal opportunities to develop their understanding and enjoyment of music regardless of race, gender and ability. Equal emphasis will be given to the roles of both girls and boys in music. Every effort will be made to ensure that activities are equally interesting to both genders. Music from all cultures is valued and teachers ensure that all pupils have access to resources that do not contain racial or ethnic stereotypes. Teachers ensure that the curriculum is appropriate for the needs of the children. Opportunities for music making and performing in public are made available to all, on occasions such as concerts and special celebrations. These help to develop feelings of self-worth and identity. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. Where a child's progress falls significantly outside the expected range, they are provided with an Individual Provision Map (PM). This (PM) is taken into account in enabling children with special educational needs to access and engage with the music curriculum. Factors such as classroom organisation, teaching materials, teaching style, differentiation are taken into account to enable the child to learn more effectively. In catering for our gifted and talented pupils we provide them with the challenge and support they need to maximise their potential through teaching and learning activities that specifically cater for their above average musical needs.

## **Health and Safety**

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

- Children who are taught to play a tuned instrument (recorder/tood/dood) will have an individually labelled instrument and so there will be no need for sharing.
- Wind instruments (e.g. recorders) will be sterilized before they are reissued to other pupils.
- Heavy instruments will be stored at an easily accessible height which will prevent the need for any climbing.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events (e.g. Christmas Choir at Dawley Light Switch On) a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- All electrical equipment such as iPads for use of Charanga, will be inspected regularly.
- 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.

## **Resources**

Every year group has access to music resources in school. Every teacher and pupil has a Charanga login. Charanga can be access by teachers through the class laptop and interactive whiteboard, and by pupils through school laptops and iPads (particularly for use in composition activities). Teachers have access to the Sing Up login. There is a set of glockenspiels (stored in music the cupboard). Untuned percussion instruments are also stored in the music cupboard and labelled. Telford and Wrekin Music tutors provide musical instruments for their teaching where required, including recorders (stored in school). We have lots of books about composers in our school library.

## **An inclusive approach**

The music teacher supports and facilitates access to the music curriculum through effective adaptive teaching, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at Captain Webb is the belief that music is within our bodies, and as different bodies make different

sounds, everybody carries their music with them, each instrument as unique as the person is. We recognise that there is a wide range of capability across the student body. Tasks and activities are designed to allow students to engage at their own level.

This is achieved by:

- Use music as a form of communication. We include it as part of repetitive routines such as nursery rhymes and poetry.
- To support children with sensory issues we consider the layout of the classroom and the position of the learners.
- Visual representations of instruments and notes to be played are displayed on interactive white board alongside staff notation to support learners with visual impairments.
- Pictorial and visual aids to simplify and support understanding of new vocabulary.
- Key vocabulary is drip-fed in activities outside of music lessons e.g. assemblies.
- Movement breaks are utilised when needed.
- Learners with auditory sensitivity can use ear defenders to enable them to partake in lessons with more confidence.
- Revisiting key vocabulary to ensure more knowledge is remembered.
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity
- Delivering a multi-faceted curriculum that has allows students to access music in the most preferable or suitable way for each individual.

Music has numerous avenues for every child. Alongside the classroom music lesson each week there are any number of ensembles for the students to participate in. The teaching and learning in these ensembles will reinforce and diversify what any child learns in the classroom. These ensembles perform at concerts throughout the year.

Teachers refer to the 'Whole School SEND Teacher Handbook.'

<https://www.wholeschoolsend.org.uk/resources/teacher-handbook-send>

### **Role of the Subject Leader**

- To support and guide the practice of the music specialist.
- To ensure coverage, continuity and progression in planning.
- To monitor and evaluate the effectiveness of music teaching and learning.
- To update documentation where necessary.
- To produce action plans for the School Development Plan, prepare bids and manage the music budget effectively.
- To liaise and consult with outside agencies where appropriate.
- To prepare and lead INSET.
- To attend relevant training.
- To review regularly the contribution made by music to a meaningful curriculum.

**Policy Agreed: September 2025**

**Policy Review Date: September 2026**