

# Music Policy



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## **Overall aim/philosophy**

At Grand Avenue Primary School, we believe that music is a powerful and enriching part of a child's education. It enhances emotional development, nurtures creativity, improves discipline and fosters a strong sense of community. All children should have access to a high-quality music education that inspires them to develop a love of music and their talent as musicians. This policy outlines how we deliver music education through curriculum music, co-curricular provision and wider musical experiences, and how we aim to develop this provision in future years.

## **Aims**

At Grand Avenue Primary and Nursery School, our music education aims to:

- Inspire a lifelong love of music by engaging pupils in enjoyable, varied and meaningful musical experiences.
- Develop musical skills and knowledge progressively across performing, composing, listening and appraising.
- Use a range of instruments (including the voice) competently.
- Promote cultural awareness by exploring music from different genres, time periods and traditions.
- Encourage creativity and self-expression through singing, instrument playing and music-making.
- Foster confidence and teamwork through regular opportunities to perform in class, assemblies and concerts.
- Ensure inclusive access so that all pupils, regardless of ability or background, can participate and succeed in music.
- Listen to and identify the key musical elements (pitch, duration, dynamics, tempo, timbre, texture and structure).

## **Organisation of Music Teaching**

### Curriculum Music

Our curriculum music offer provides every child with the opportunity to explore, understand and enjoy music. We follow the National Curriculum and aim to build progressive musical knowledge and skills from the Early Years through to Year 6.

Music lessons are taught by class teachers or music specialists, depending on the year group and unit of work. Non-specialist teachers are supported with the Charanga and Sing Up music curriculums.

### Instrumental Progression: Wider Opportunities Programme (Years 3–5)

We partner with Kingston Music Service (KMS) to deliver instrumental lessons with specialist teachers. Each term, a different class receives a 10-week block of lessons:

Year 3 – Ukulele

Year 4 – Djembe Drumming

Year 5 – Strings (Violin)

Instrument hire is available free of charge to parents (excluding damages), and each block concludes with a family performance.

### Other Year Groups

Year 1 – Glockenspiel introduction

Year 2 – Glockenspiel & recorder, with simple notation

Year 6 – Ukulele revision with extended strumming and chord progression work

All pupils take part in weekly singing assemblies (15 minutes) to develop pitch, rhythm, and vocal confidence.

## **Planning, Assessment and Monitoring**

### Planning:

All music lessons follow a progressive scheme of work that aligns with the National Curriculum and incorporates both Charanga and Sing Up. Planning reflects a balanced focus on the core strands of music: listening and appraising, performing, composing and understanding notation.

The Music Coordinator supports staff by providing:

- Year group-specific musical glossaries to develop vocabulary.
- Example lesson plans and assessment criteria linked to Key Performance Indicators (KPIs).
- A skills progression map showing how knowledge and skills build year-on-year.

### Assessment

Music assessment is formative and practical, based on observation, questioning, discussion and recorded performance. Each unit includes clear learning objectives and success criteria derived from KPIs. Teachers assess children's progress in performing, composing, listening and with older children, understanding notation.

Assessment methods include:

- Audio/video recordings of group and solo performances.
- Use of Charanga and Sing Up.
- Self-assessment and peer feedback, particularly in KS2.
- Pupil reflection on progress by listening back to their performances or exit tickets (where used).
- In Years 3–5, visiting KMS teachers provide written or verbal feedback to class teachers and the subject leader on each child's musical development during instrumental tuition blocks.

### Monitoring

- The Music Coordinator is responsible for monitoring the quality and impact of music provision across the school by:
  - Conducting lesson observations and team teaching sessions.
  - Sampling planning, pupil work and recorded performances.
  - Gathering pupil voice through discussions and surveys to evaluate enjoyment, understanding and progression.
  - Auditing coverage to ensure that all year groups meet expected outcomes.

## **Roles and Responsibilities**

### Music Coordinator Responsibilities

- Lead the development, implementation and review of the music curriculum from EYFS to Year 6.
- Ensure curriculum coverage aligns with the National Curriculum, Sing Up, Charanga and uses some elements of the Model Music Curriculum.
- Support staff in planning and delivering high-quality music lessons, especially non-specialists.
- Provide CPD and coaching to build teacher confidence and subject knowledge.
- Develop and share resources, including listening examples and model lesson plans.
- Coordinate whole-class instrumental tuition with Kingston Music Service (Wider Opportunities).
- Liaise with all external providers (e.g. KMS and Rocksteady) to ensure quality, safeguarding and curriculum coherence.
- Monitor teaching and learning through lesson observations, planning reviews and pupil voice.
- Maintain assessment systems using KPIs and provide guidance to staff on tracking pupil progress.
- Audit and manage music resources, instruments and digital tools.
- Lead on school performances, concerts and musical events across the academic year.
- Promote inclusive access to music, including opportunities for Pupil Premium and children on the SEND register.
- Regularly evaluate the impact of music provision and report to SLT and governors.
- Drive forward music development priorities in the Music Development Plan.
- Encourage diversity in repertoire and representation of musicians across genres, cultures and time periods.

### Governors' Responsibilities

- Ensure that music remains a valued and well-resourced part of the broad and balanced curriculum.

- Monitor the school's statutory compliance with the National Curriculum for music.
- Support the school in providing inclusive and high-quality musical opportunities for all pupils.
- Celebrate and attend key musical events, demonstrating leadership commitment to the arts.

#### Senior Leadership Team's (SLT) Responsibilities

- Provide strategic support for the development and implementation of the whole-school vision for music.
- Ensure music is timetabled consistently and receives appropriate teaching time across all year groups.
- Oversee and facilitate partnerships with external music organisations (e.g. Kingston Music Service and Rocksteady).
- Allocate resources to sustain curriculum and co-curricular music provision.
- Support the Music Subject Leader through regular line management, planning and performance reviews.
- Promote music as part of the school's wider cultural, wellbeing and enrichment offer.
- Embed music within whole-school monitoring cycles, including observations, work scrutiny and pupil voice.
- Promote equal access to music opportunities, including the tracking of engagement for disadvantaged pupils.
- Report to governors and stakeholders on the progress and impact of music education.

### **Resources**

#### Instrumental Resources

- The school holds a well-maintained collection of both tuned and untuned percussion instruments, including glockenspiels, African drums, xylophones, tambourines and claves.
- The Grand Avenue Primary School Parents' Association (GASPA) recently allocated money for music resources, including new storage, steel pan drums and a junk orchestra display for EYFS.
- Whole-class instrument sets are available to support Wider Opportunities teaching:
  - Ukuleles for Year 3
  - Djembes for Year 4
  - Violins for Year 5
- Instruments used in the Wider Opportunities programme are available for home practice during the tuition blocks, at no additional cost (excluding damage fees).
- Instruments owned by the school are stored safely and are regularly audited by the Music Subject Leader.

#### Digital Resources

- The school uses Charanga and Sing Up to support lesson planning, delivery and assessment.
- Teachers have access to digital audio tracks, backing tracks and interactive activities for both class lessons and singing assemblies.
- Video tutorials and recorded performances are used to support children's learning, particularly in performance preparation and instrumental practice.

#### Practice and Performance Spaces

- A dedicated music room/practice space is used for peripatetic and Rocksteady sessions.
- Performance spaces include the main hall, which is equipped with sound systems and display boards for assemblies, concerts and productions.

#### Maintenance and Budget

- The Music Coordinator conducts an annual **audit** of instruments and resources.
- Damaged or missing items are recorded and replaced as needed.
- Resource purchasing is aligned with the curriculum map, development priorities and school events calendar.

### **Co-Curricular Music**

At Grand Avenue Primary and Nursery School, we offer a vibrant and inclusive co-curricular music programme that enhances pupils' musical development beyond the classroom. These opportunities foster confidence, collaboration and a life-long enjoyment of music.

### **Instrumental Tuition**

- Individual and small-group instrumental lessons are available in piano, violin and guitar, delivered by tutors from Kingston Music Service (KMS).
- Lessons take place in our dedicated music practice room during the school day.
- Pupils receiving tuition are encouraged to share their progress by performing in the winter and Summer Music Concerts.

### **Ensemble Work: Rocksteady Music School**

- Children from Reception to Year 6 can participate in band sessions led by a specialist Rocksteady teacher.
- Pupils sing, play instruments and rehearse pop and rock songs in small band groups.
- Each term ends in a celebratory Rocksteady concert, where bands perform for peers and families.
- This programme is parent-funded, with bursary places available for Pupil Premium pupils to ensure inclusivity.

### **School Choirs**

Singing is a central part of school life. We offer two inclusive and free choir groups:

- Little Voices: Choir for Years 2 and 3, providing younger pupils with a joyful introduction to group singing.
- Grand Singers: Choir for Years 4, 5, and 6, offering more advanced choral opportunities and public performance experiences.

Both choirs:

- Rehearse weekly during the school day or after school.
- Perform regularly at school events and school fairs.
- Represent the school at external events, including the Kingston Music Service Singing Festival at the Rose Theatre.

### **Inclusion, SEND and Equal Opportunities**

At Grand Avenue Primary School, we are committed to ensuring that all pupils, regardless of background, ability or need, have equitable access to a high-quality music education. Our music provision is designed to be inclusive, accessible, and aspirational for every learner.

### **More Able Pupils**

Pupils demonstrating a particular aptitude in music are supported and challenged through:

- Opportunities for solo, duet and ensemble performances in concerts and assemblies.
- Encouragement to take part in external musical activities, such as youth choirs or orchestras.
- Extension activities within lessons, such as more complex rhythms, harmonies or composition tasks.
- Instrumental tuition and ensemble work through KMS or Rocksteady, with performance pathways highlighted.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

Music is a powerful medium for expression and inclusion, particularly for children with SEND.

Adaptations are made to ensure full participation, including:

- Visual aids, simplified notation and repetition of key vocabulary.
- Use of percussion and voice where fine motor skills may limit instrumental use.
- Flexible grouping and adult support where appropriate.
- Consideration of sensory needs (e.g. volume levels) during lessons and rehearsals.
- Staff work closely with the SENCO to implement personalised approaches where needed.

### **Equal Opportunities**

We ensure:

- All children have equal encouragement and access to all musical activities.
- All cultural backgrounds are valued through diverse listening, singing and performance repertoire.

- We celebrate music from different cultural backgrounds during Cultures and Languages Week.
- All pupils can join choirs and Rocksteady bands, regardless of prior experience or confidence.
- Bursary places are available for instrumental tuition to support Pupil Premium pupils.
- Representation of diverse musicians, composers and genres is built into our curriculum.