

<b>Curriculum Policy:</b>	<b>Music</b>
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<b>Review Date:</b>	<b>September 2025</b>

### Intent:

Music at Cleves is taught as a discrete subject but permeates throughout the curriculum and beyond. All children at Cleves - from Nursery to Year 6 - have a weekly Music lesson, taught by a specialist teacher. This specialist knowledge enables all our children to develop and apply their Music theory alongside their Musical practise. Cleves Primary School understands that music can inspire and motivate children, and play an important role in their personal development and mental wellbeing. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

The school delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils 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.
- Learn to sing and use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use music technology, and 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.

### Implementation:

Children from Nursery through to year 2 have weekly music lessons based on a multi -media scheme called Charanga, which incorporates singing, playing instruments as well as identifying, understanding and applying key terminology in Music. Children have opportunities to play untuned instruments such as drums, claves and maracas along with the Glockenspiel which is a tuned Instrument.

In years 3 and 4 children take part in whole class Ukulele lessons with our School based Music Specialist. Musicianship is taught throughout our school. As children move into year 5 they learn either the guitar or violin for 2 years, with the children also working towards entering graded examinations from the University of West London. In addition to the opportunity to learn a string instrument, our children in KS2 also have Music Technology lessons using the Charanga VIP software studio, this enables them to develop further skills in Music Composition and Music Production. Cleves is also part of the Commonwealth Choir and children have the opportunity to perform in front of different audiences in different schools throughout the year. As part of Commonwealth Day, the choir at Cleves perform at the Guards Chapel to celebrate the shared values, diversity, and common history of the member states of the Commonwealth.

### Impact:

The impact of the Music curriculum in children is that it helps develop fine and gross motor skills especially when children are at their first stages of learning in Early Years. Music helps expose children to multi-sensory experiences which enhance learning abilities and encourages cognitive development. In particular, music can also engage cognitive functions, such as planning, working memory, inhibition, and flexibility. Furthermore, at Cleves, Music is a subject where children can express their emotions through singing and playing musical instruments as it is a practical subject. Children



learn songs in class and have the chance to perform to their peers and their parents in concerts and assemblies – often to celebrate the end of term or a religious festival.

The culmination of our Music curriculum is the Year 6 production where children perform alongside a London-based theatre company.

#### **Equality, Diversity & Inclusion:**

As music is so accessible it plays a vital role in inclusion at Cleves. We employ a music therapist to work with children with a range of needs. We have a fully equipped sensory studio incorporating sound beams. At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaption– so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through SEN Support and EHC plans will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to music. We enable pupils to have access to the full range of activities involved in learning music. Our school has a vision for a curriculum that is diverse, encompasses a global context and is historically adept. Pupils at Cleves are consistently developing skills which enable them to succeed in a diverse world.

### Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leader and teachers with regards to pupil progress and attainment.
- Ensuring the music curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Communicating the agreed music curriculum to the governing board on an annual basis.
- Ensuring the music curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the music curriculum, ensuring their workload is manageable.
- Ensuring the music curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up to date with any relevant statutory updates and taking action where required.
- Ensuring the music curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an **annual** audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.



Music teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

### **The National Curriculum**

At Cleves Primary School we run a mastery curriculum. This means that all curriculum areas are designed as a progressive model where pupils build on previous learning through their knowledge and application of clear and concise composite goals. Pupils know more and remember more through rehearsal, which leads to a deep and secure knowledge of the key components. At Cleves we strive to deliver exceptional lessons where all children are expected to meet the learning objective and achieve mastery. We recognise the fact that there are children of widely different artistic abilities in all classes and we provide suitable pathways for all children to achieve the learning objective. These pathways include:

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

**Adaption:** is the altering or changing of the task so it is accessible for SEND children. The adaption of task should take into consideration the learning objective, stage of learning the child is at and barriers to learning a child may encounter

**Support:** Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or assistant), a modelled example of what is needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery

**Deepening Understanding:** Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

**Lowest 20% toolkit:** These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of



our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 Support and carefully planned independent learning time.

### **EYFS**

All pupils in the EYFS will be taught music as an integral part of the topic work covered during the academic year. All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to being imaginative and expressive, which enables children to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others
- Try to move in time with music, when appropriate

### **Key stage 1**

**During Key stage 1 pupils will learn how 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.

In KS2, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

### **Key stage 2**

**During Key stage 2, pupils will learn how 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 notations.
- 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.



### Cross-curricular links

#### **English**

- Pupils develop their reading and writing skills through learning to read and interpret written music.
- Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme.
- Pupils develop their communication and listening skills through learning to listen to and interpret music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

#### **Mathematics**

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

#### **ICT**

- Pupils learn to use technology to compose music, and enhance their research skills through the internet.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

#### **Spiritual, moral, social and cultural development (SMSC)**

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

- **Teaching and learning**

Music lessons are delivered once a week for EYFS, Key stage 1 and Key stage 2.

Teaching of music is delivered by specialist teachers from Nursery to Year 6.

Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.

Pupils will undertake independent work, and will have the opportunity to work in groups and discuss work with fellow classmates. Lessons focus on a wide range of musical skills and understanding, including the following:

- Singing in tune and alongside others



- Structure and organisation of music
- Appreciating different forms of music
- Listening to music, progressing to extended pieces of music as pupils move through year groups
- Representing feelings and emotions through music
- Recognising pulse and pitch
- Using the voices of others to combine and make different sounds
- Musical notation and how to compose music

The classroom teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

- **Assessment and reporting**

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy.

**[Early years only]** Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage', in order to identify a pupils' strengths and identify areas where progress is less than expected. Pupils' progress and development will be assessed against the framework's early learning goals.

**[Early years only]** An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

Throughout the year, teachers will plan ongoing creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives. Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Formative assessment, which is carried out informally throughout the year, will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.



In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

The progress of pupils with SEND will be monitored by the SENCO.

### **1. Musical opportunities**

All pupils will be encouraged to participate in additional musical opportunities to enhance their learning and development.

The school choir meet on a weekly basis to allow pupils to enjoy singing together. The school choir will also perform in public on a number of occasions throughout the year which includes performances to our wider community.

The school will also offer a school orchestra where pupils can learn to play musical instruments and enjoy playing music in an ensemble. The school orchestra will also perform in public on a number of occasions throughout the year.

The school will provide an appropriate space and equipment for pupils to practice their instruments, ensuring that time slots to use the space are allocated fairly.

The following opportunities are available:

- School choir
  - School orchestra
  - After school clubs to learn how to play musical instruments
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- **Equipment**

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

Musical resources will be stored in each music classroom, including books and instruments and classrooms containing musical resources are locked whenever not in use.

The school library contains an array of resources and topic books to support pupils' research and DVDs and CDs are available allowing pupils to listen to a wide range of music.

Resources which are not required on a daily basis, and those in relation to key whole-school topics, will be stored in the music room.

Musical equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of musical equipment and resources on an annual basis.





**Cleves Primary School Music curriculum overview**

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Nursery</b>	Cross-curricular/topic-based focus: Me! Explore: growing, homes, colour, toys, how I look.	Everyone! - explore: family, friends, people and music from around the world.	Unit 1 Big Bear Funk - A Transition Unit.  Explore and Create - initially using voices only but building to using classroom instruments too.  3. Singing - nursery rhymes and action songs - building to singing and playing
<b>Reception</b>	My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time.	Unit 2 Cross-curricular and topic-based focus: Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments  3. Perform and Share  Unit 2 Reflect, rewind and replay. Consolidation of learning and contextualising the history of music.



<b>Year 1</b>	<b>Autumn 1</b> <b>Unit:</b> In the Groove Old school hip hop	<b>Spring 1</b> <b>Unit:</b> In the Groove Blues, Latin, Folk, Funk, Baroque, Bhangra	<b>Summer 1</b> <b>Unit:</b> Your Imagination <b>Style:</b> Pop
	<b>Autumn 2</b> <b>Unit:</b> Round And Round Rhythm in the way we walk and banana rap	<b>Spring 2</b> <b>Unit:</b> Round And Round Jazz, Mash-up, Latin fusion	<b>Summer 2</b> <b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western Classical Music and your choice from Year 1
<b>Year 2</b>	<b>Autumn 1</b> <b>Unit:</b> Hands, Feet, Heart <b>Style:</b> South African styles	<b>Spring 1</b> <b>Unit:</b> I Wanna Play in A Band <b>Style:</b> Rock	<b>Summer 1</b> <b>Unit:</b> Friendship Song <b>Style:</b> Coming soon!
	<b>Autumn 2</b> <b>Unit:</b> Ho Ho Ho <b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs	<b>Spring 2</b> <b>Unit:</b> Zootime <b>Style:</b> Reggae	<b>Summer 2</b> <b>Unit:</b> Reflect, Rewind and Replay <b>Style:</b> Western Classical Music and your choice from Year 2



<b>Year 3</b>			
	<b>Autumn 1</b> <b>Unit:</b> Let Your Spirit Fly  <b>Style:</b> R&B, Western Classical, Musicals, Motown, Soul	<b>Spring 1</b> <b>Unit:</b> Three Little Birds  <b>Style:</b> Reggae	<b>Summer 1</b> <b>Unit:</b> Bringing Us Together  <b>Style:</b> Disco
	<b>Autumn 2</b> <b>Unit:</b> Glockenspiel Stage 1  <b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles	<b>Spring 2</b> <b>Unit:</b> The Dragon Song  <b>Style:</b> A little bit funky and music from around the world.	<b>Summer 2</b> <b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western Classical Music and your choice from Year 3



<b>Year 4</b>	<p><b>Autumn 1</b> <b>Unit:</b> Mamma Mia</p> <p><b>Style:</b> ABBA</p>	<p><b>Spring 1</b> <b>Unit:</b> Stop!</p> <p><b>Style:</b> Grime, Classical, Bhangra, Tango, Latin Fusion</p>	<p><b>Summer 1</b> <b>Unit:</b> Blackbird</p> <p><b>Style:</b> Coming soon!</p>
	<p><b>Autumn 2</b> <b>Unit:</b> Glockenspiel Stage 2</p> <p><b>Style:</b> Learning basic instrumental skills by playing tunes in varying styles</p>	<p><b>Spring 2</b> <b>Unit:</b> Lean On Me</p> <p><b>Style:</b> Gospel</p>	<p><b>Summer 2</b> <b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical Music and your choice from Year 4</p>
<b>Year 5</b>	<p><b>Autumn 1</b> <b>Unit:</b> Livin' On A Prayer</p> <p><b>Style:</b> Rock</p>	<p><b>Spring 1</b> <b>Unit:</b> Make You Feel My Love</p> <p><b>Style:</b> Pop Ballads</p>	<p><b>Summer 1</b> <b>Unit:</b> Dancing In The Street</p> <p><b>Style:</b> Motown</p>
	<p><b>Autumn 2</b> <b>Unit:</b> Classroom Jazz 1</p> <p><b>Style:</b> Jazz</p>	<p><b>Spring 2</b> <b>Unit:</b> Fresh Prince Of Bel-Air</p> <p><b>Style:</b> Hip Hop</p>	<p><b>Summer 2</b> <b>Unit:</b> Reflect, Rewind and Replay</p> <p><b>Style:</b> Western Classical music and your choice from Year 5</p>



<b>Year 6</b>			
	<b>Autumn 1</b> <b>Unit:</b> Happy  <b>Style:</b> Pop/Motown	<b>Spring 1</b> <b>Unit:</b> Benjamin Britten - A New Year Carol  <b>Style:</b> Benjamin Britten (Western Classical Music), Gospel, Bhangra.	<b>Summer 1</b> <b>Unit:</b> Music and Me  <b>Style:</b> Contemporary, music and identity
	<b>Autumn 2</b> <b>Unit:</b> Classroom Jazz 2  <b>Style:</b> Jazz, Latin, Blues	<b>Spring 2</b> <b>Unit:</b> You've Got A Friend  <b>Style:</b> The Music of Carole King	<b>Summer 2</b> <b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western Classical Music and your choice from Year 6