



Music Policy



To be reviewed: Summer 2026

Rationale and Intent

At Dothill Primary School we recognise the importance of music and the skills that are needed to experience music to the fullest level. We are committed to enabling children to understand the impact of music in the wider world. We will encourage them to use their musical skills and knowledge in their day to day lives and in their futures.

Our principle aims, following the National Curriculum in England for music are:

- 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, to 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.

The core of our music curriculum is the National Curriculum for England, which is supplemented by Charanga Music School.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality, ambitious music curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Teaching and Learning Foundation Stage

The EYFS curriculum includes rich opportunities for children to learn nursery rhymes off by heart, to understand the stories of some of the nursery rhymes, to move with the pulse of the music, to understand the words of songs and that they can tell stories and paint pictures and finally to sing or rap nursery rhymes and simple songs from memory. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their musical understanding both inside and outside.

Key Stage 1 and 2

In Key Stage 1 and 2 lessons are designed in three stages listening and responding, musical activities and performing. In the listening and responding part of the lesson pupils are introduced to a wide variety of musical styles and genres. They learn about the composers and artists involved in that music and learn how to express their opinions. Each lesson is based around a song, through games pupils learn about the rhythms, pulse, pitch and dynamics of the song. They learn to sing the song, developing their understanding of pitch, singing together and singing in parts. Pupils learn to accompany the song using tuned and untuned instruments using a variety of notation. Each unit has an improvisation

element allowing to compose their own section to the music. The end of each lesson is always a grand performance of what has been learnt and rehearsed.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

Curriculum Documents for Music can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- Music Curriculum Statement
- Music Curriculum Overview
- Music Progression Document EYFS/KS1
- Music Progression Document Lower KS2
- Music Progression Document Upper KS2
- Music Coverage Document

Planning

Every year group has a yearly curriculum map that outlines the key areas of Music which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document, key objectives and vocabulary are outlined, and broken down into three pillars of knowledge: technical, constructive and expressive. Progression documents and the music policy, used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum.

Assessment

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

At the beginning of each unit of work the pupils will independently take a quick quiz, that will assess to see what they already know. The quick quiz will assess pupils' knowledge of technical vocabulary and key knowledge. This quiz quick will then be taken at the end of the unit of work to show progress.

Recording

Work is recorded in A3 floor books for each class. This is to enable a focus on performing, listening, and appraising. Quick Quizzes are in the books to show progression over the unit and regular pupil voice is also recorded.

Resources

Although Charanga is an online resource we also have a variety of instruments available to be used by the children. These resources are all available and stored in the demountable which enables teachers and children to access them easily. Whilst most music lessons are taught here. If they are not, any instruments should be taken back promptly for the next lesson. This is monitored by the subject leader.

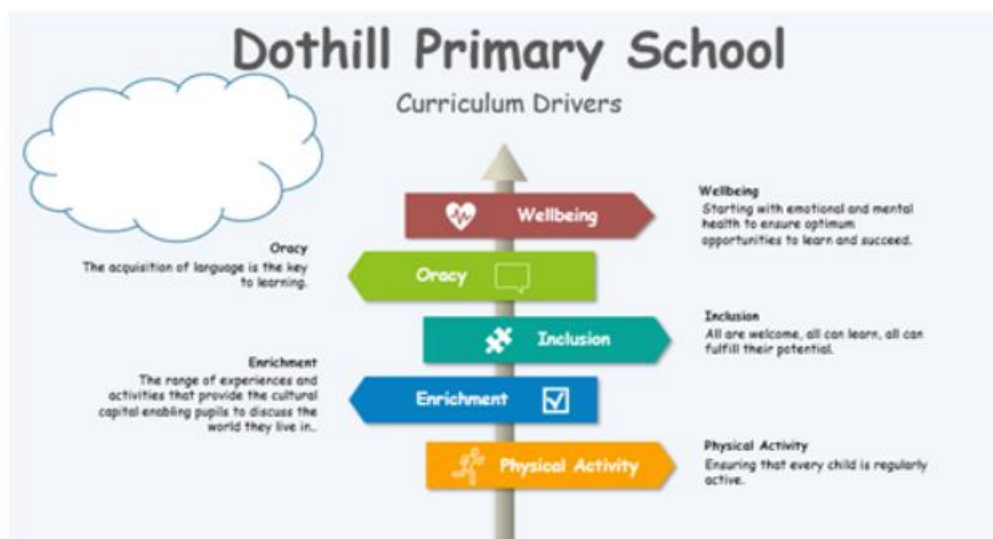
Role of the Subject Leader

The role of the subject leader is to:

- Audit, identify, purchase and organise all subject resources ensuring that they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and scheme of work
- Advise and support staff in the planning and teaching of the subject and developing their subject knowledge.
- Monitor the teaching and learning of the subject through learning walks. work scrutiny, the monitoring of planning and pupil voice.
- Monitor outcomes for pupils and track pupil progress.
- Use feedback from monitoring to develop an action plan for the subject with realistic and developmental targets.
- Report to SLT and Governors
- Ensure musical history and appreciation is taught through whole school assemblies.
- Arrange visits into school to develop musical understanding and allow children to listen to high-quality live music.
- Ensure relevant extra-curricular activities are available for children to develop their love of music.

Curriculum Drivers

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In music enrichment includes guitar lessons, a carol service at the local church, choir concerts and end of term performances.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values – happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness – we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In music this looks like, responding and composing within a music lesson. Giving opinions and ideas on the music being listened to and the music being performed.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In music oracy is developed through discussing how music makes the children feel and how they would change it to make it sound better.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into music through dancing and clapping during lessons to find the beat and the pulse.

Inclusion – All pupils participate in music. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our music curriculum we aim to provide pupils with opportunities to explore and develop their own values while developing a positive and caring attitude towards others. Music offers opportunities for pupils to develop an understanding of their own cultural traditions and an appreciation of the diversity and richness of all cultures. Each half term we have a music appreciation assembly which focuses on music from a different culture. In our weekly music appreciation assemblies, we look at the journey of music through history giving children the understanding of those traditions mentioned earlier. During theme weeks (such as mental health weeks), we also discuss the importance of music and our mental health and explore ways music can help us with our mental health.

Use of ICT

Information and communication technology enhances the teaching of music wherever appropriate in all key stages. Throughout school we use Charanga which is an online platform that holds many of our resources for learning. Not only does it allow us to listen and appraise a wide variety of music, it also breaks down units and songs into the nine dimensions of music.

Online Safety

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.

Equal Opportunities

Equal opportunities are considered when we decide upon the teaching strategies that we employ and the resources that we provide. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff and time to contribute to whole class and group work.

Impact

The impact of our music curriculum is that:

- Our pupils love music and can explain the importance of the subject in their everyday lives. They can also explain how the subject will help them in their future careers.
- Our pupils have a sound understanding of the knowledge and skills they have been taught which prepares them for their next stage of education.
- Our teachers have high expectations for every pupil which is evident throughout the high standards of work which pupils clearly take pride with.

- Our teachers have good subject knowledge and are aware of the resources available to help them plan well-structured lessons.
- Our subject leaders have a clear understanding of the schools' strengths and areas for improvement. There is a constant drive to ensure that we can be the best we can be.