



Shardlow Primary School

Aspire Achieve Thrive



Music Policy

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Appendix 1 – Curriculum Overview

Version Control

Version	Date	Author	Changes
2	March 2020	A Wragg	Policy re-written in light of a new scheme being used and using the school curriculum map.
2.1	June 2025	A Wragg	Changes due to the introduction of the Model Music Curriculum (Introduction, organisation) EYFS objectives amended in light of new Development Matters framework 2021 Equality and diversity references ONE Academy Trust (changed from former Willows Academy Trust) Removal of old curriculum maps in the appendices

1. Introduction

“Our mission is for all pupils to achieve their personal best in a nurturing and spirited environment, becoming kind and ambitious members of their local and wider communities.”

Music at Shardlow allows children to become:

- **Confident** – children develop their long-term memory skills by learning pieces of music which builds on the last piece they learned.
- **Independent** – children build their independence in playing musical instruments and singing.
- **Motivated** – children are eager to develop their musical skills and knowledge.
- **Openminded** – children are introduced to a variety of musical styles which develops their understanding of musical history and the wider world.
- **Responsible and Respectful** – children are respectful of instruments and each other, taking a responsible and empathetic attitude towards learning.

Music is taught progressively from Reception to Year 6 under the Early Years Foundation Stage and model Music Curriculum.

We deliver a two-year rolling program based on the scheme ‘Charanga’. Learning has been carefully mapped out in the Music Curriculum Map (see Appendix 1).

2. Aims and Objectives

- To give all children the opportunity to understand how sounds may be used expressively.
- To allow children to encounter a wide variety of musical styles.
- To encourage children to experiment with various composition techniques.
- To promote confidence when using a range of musical instruments, including voices.
- To develop the composition and performance of music, including in the local community.
- To appraise music – that which the children have created and that composed by others.
- To listen actively to a wide variety of music from various cultures and eras.

Curriculum Objectives

Early Years Foundation Stage

Reception Year

- Explore, use and refine a variety of artistic effects to express their ideas and feelings;
- Return to and build on their previous learning, refining ideas and developing their ability to represent them;
- Create collaboratively sharing ideas, resources and skills;
- Listen attentively, move to and talk about music, expressing their feelings and responses;
- Sing in a group or on their own, increasingly matching the pitch and following the melody;

Curriculum Objectives	
	- Explore and engage in music making and dance, performing solo or in groups. Early Learning Goals - 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.
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.
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; - 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.

3. Organisation

At Shardlow we make music an exciting and enjoyable learning experience. In Key Stage 1 and 2, Music is taught for one hour every week, using the scheme 'Charanga' to guide the teaching and learning of the Model Music Curriculum (MMC).

Music lessons are taught using the scheme 'Charanga' by school staff. The units for each year are mapped progressively to ensure that prior learning is built upon.

Instrument lessons and the school choir are taught on a weekly basis by staff in school or specialist music teachers.

The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

Charanga includes:

- Musicianship
- Listening and appraising

4. Planning

There is no expectation for teachers to provide planning for Music lessons. Planning is adapted from 'Charanga' by class teachers and taught according to individual or class needs and abilities.

5. Assessment

Music is assessed by the teacher teaching the lesson. Assessment is based on the progression of knowledge and skills taught in each year group.

Assessment allows teachers to identify gaps in knowledge and or skills in the music curriculum which will then be addressed in following units.

6. Resources

The musical instruments provided are used to ensure the children can access the scheme of work.

- Half a class set of glockenspiels
- Class set of Recorders
- If children play band/orchestral instruments, children are encouraged to use those instruments in the music lessons
- Musical instruments such as; maracas, bells, tambourines
- The online resources and materials provided through the "Charanga scheme".

7. Additional Music Opportunities

At Shardlow we have many wider opportunities for children to learn woodwind, guitar, and percussion instruments.

Children also have the opportunity to join the school choir and attend local competitions throughout the year. The choir also perform at the local Care Home and Church.

Children enjoy learning 'school songs' and have devised a "Shardlow Playlist" which can be accessed on the school website. Songs are sung weekly as a school in Assembly.

Every year, the EYFS and Key Stage 1 pupils perform a Nativity and the Key Stage 2 pupils perform an end of year production. Preparation for these events forms part of our music curriculum.

8. Equality and Diversity

We ensure that, regardless of gender, race, class, culture or special educational needs and disabilities, all children are treated as individuals and all experience music to develop their own potential. We encourage a sense of achievement in all children.

Every child is given the opportunity to join the choir or learn a musical instrument. There is no process of selection and children are able to participate at their own level and encouraged to extend their participation.

Those displaying strong musical talents are given opportunities to extend their skills, for example, in performance on instruments or voice. Children can use their voice/instruments in music lessons and would receive music for the unit based upon their ability. Musical achievements are celebrated in the weekly 'Spirit Assembly'.

Please see the ONE Academy Trust 'Equality and Diversity Policy', the Shardlow Equality and Diversity Policy, the Shardlow Accessibility Plan and the Shardlow Primary School 'SEND Policy' for further information.

9. Responsibilities

Monitoring and Reporting

Music is monitored by the Music leader and reported to the Headteacher and Governors. The music lead will meet with Music Governor during the academic year to discuss priorities and curriculum coverage and review the action plan.

Curriculum coverage is the responsibility of the music lead and evidenced in Appendix 1. The music lead is aware of which classes/year groups will learn what and when through the curriculum map overview (see Appendix 1). Monitoring will ensure that the planned curriculum matches the taught curriculum. The curriculum and teaching of music will be monitored annually by the Music leader and reported to the Headteacher and Music Governor. All teaching staff are aware of the Music units being taught to their class and this is evidenced on each class's curriculum map. The music lead will feedback on Music content and progress to class teachers.

10. CPD

Staff teaching Music are offered CPD opportunities based upon their needs. Music lead will gather staff voice on their confidence teaching Music and provide training opportunities to ensure high quality teaching.

Music lead will evaluate and audit CPD opportunities in Music every year and report to Headteacher and Music Link Governor.

11. Policy Review

This policy will be reviewed every three years as a minimum by the Music lead and Headteacher.

Appendix 1 – Curriculum Overview

Music Subject Map Unit Overview (Charanga)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trent	Me!	<i>Nativity</i>	My stories	Everyone!	Our World	Big Bear Funk
Derwent Year A	Glockenspiel course	<i>Nativity</i>	My Musical Heartbeat	Dance, Sing, Play!	Exploring Sounds	Learning to Listen
Derwent Year B	Glockenspiel course	<i>Nativity</i>	Pulse, Pitch and Rhythm	Playing in an orchestra	Inventing a musical story	<u>Recognising</u> different sounds
Erewash Year A	Recorder course	Writing Down Music	Playing in a band	Using your imagination	More Musical Styles	<i>Production</i>
Erewash Year B	Recorder course	Musical Structures	Exploring feelings when you play	Compose with your friends	The show must go on!	<i>Production</i>
<u>Ockbrook</u> Year A	Melody and harmony in music	Sing and play in different styles	Composing and chords	Freedom to improvise	Battle of the bands	<i>Production</i>
<u>Ockbrook</u> Year B	Music and technology	Developing ensemble skills	Creative composition	Musical styles connect us	<u>YuMusic</u>	<i>Production</i>