



Lympstone C of E Primary School Music Policy 2025

‘Let all that you do be done in love’

1 Corinthians 16:14

'At the heart of our school is a sense of community where we celebrate individuals and share our values to enhance the local and global family. Our values underpin everything we do.'

These are:

Love, Peace, Compassion, Friendship, Forgiveness, Perseverance, Thankfulness and Trust.

We support children to understand our values in action throughout school and to place a high level of importance on their own SEMH needs and the needs of others.'

Vision Statement

“Let all that you do be done in love.” (1 Corinthians 16:14)

‘In doing this we aim to enable each child to flourish by celebrating their individual strengths so that their greatness is not overlooked. This creates a sense of dignity, respect and love for themselves, which they can then recognise and celebrate in others within the community and the world.

Music Policy Statement

This policy is intended to provide clear guidance for the delivery of the Music curriculum throughout the school, in accordance with The National Curriculum 2014. We follow the vision, aims and strategic functions of the National Plan for Music Education 2023. It is intended that this policy will provide a statement of purpose, ensure that each and every child’s entitlement to musical experiences is realised as they learn to sing, play instruments and create music together, and have the opportunity to progress their musical interests and talents. We provide an inclusive, diverse and relevant music education offer for all children so that they are engaged with and are inspired to develop a love of music.

INTENT Aims (Progression of skills)

The National Plan for Music Education 2023 (NPME) outlines the music vision, and we aim to achieve this through key features of our provision:

- Curriculum music is timetabled for each week of the school year.
- Access to lessons across a range of instruments and voice is provided.
- A school choir and/or vocal ensemble/band/group is developed.
- A space for rehearsals and individual practice is provided.
- Pupils have opportunities to perform at school.
- Pupils are given the opportunity to enjoy live performance at least once a year.

Through the Sing Up Music Scheme children have the opportunity to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of 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.

IMPLEMENTATION Curriculum (how)

The curriculum for music is designed to ensure that a love of music lies at the heart.

- Early Years Foundation Stage Pupils are taught using 'Musical Development Matters in the Early Years' document to:

Listen attentively, move to and talk about music, expressing their feelings and responses.

Watch and talk about dance and performance art, expressing their feelings and responses.

Sing in a group or on their own, increasingly following the pitch and matching the melody.

Explore and engage in music making and dance, performing solo or in groups.

Music is intertwined into all aspects of the EYFS curriculum and is taught both indoors and outdoors. Teaching and learning are supported using the Sing Up scheme of work for Reception.

In accordance with the structure of The National Curriculum:

- At KS 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.

- At KS 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 are 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 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.

To supplement this, we have additional Music focus days, trips and visitors. Children will be given the opportunity to learn to play instruments that will be revisited on a cyclical basis throughout their primary school experience – percussion instruments, djembe drums, ukuleles, glockenspiels, recorders and steel pans.

Teaching Music

Music uses a creative approach to learning. Lessons include time to sing, speak chants and rhymes, listen to high quality music, create music using tuned and untuned instruments and to perform. This may be individually, in groups or as a whole class. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of technology, a range of voice styles, a variety of instruments, recorded music, teaching about musical vocabulary and musical notation, hands-on experiences with music from other cultures and traditions and learning about the history of music.

Where possible we want our pupils to have plenty of musical enrichment opportunities. These might include experiences in our local community such as The Royal Marine Commando Band; taking part in national opportunities such as singing with Bournemouth Symphony Orchestra at Exeter University; taking part in local inter-school opportunities such as performing at Exmouth Festival and enjoying listening to fellow pupils learning to become musicians in our school. Performance opportunities are given such as the EYFS/Y1 Nativity, the Y2-6 Christmas Concert and the KS2/Y6 end of year Show.

IMPACT Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future work. Pupils are assessed in terms of how they are making progress in relation to statements in The National Curriculum and the Rainbow Continuum. Ongoing assessments are made through pupil voice which

is recorded in our Expressive Arts Big Books and end of unit assessments/music passports are used from *Sing Up*.

In broad terms the following principles have been applied to each aspect in terms of what it means to become more musically literate:

- Singing – Pupils initially sing simple rhymes and songs becoming more complex with age and experience. Pupils begin by singing with their class and go on to perform to larger audiences, with gained confidence they go onto sing and perform group and solo songs to a wider audience. The singing is more accurate, tuneful, fluent, controlled and expressive throughout the school.
- Instruments - Children begin playing untuned percussion instruments and make sounds on simple tuned instruments. As musical understanding develops, children read musical notation and are able to play instruments accurately.
- Listening – Children enjoy listening to simple rhymes and songs and this range increases to listen to high quality musicians and composers. They develop an aural memory and are exposed to music from different cultures, traditions and from different eras.
- Musical Knowledge- This develops as children are taught a greater musical vocabulary and language. They are then able to listen and respond using musical terms. They have a growing awareness of the history of music.

In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

Monitoring & Evaluation

The subject leader and Headteacher monitor Music provision and standards through observation, talking to children, monitoring Big Books and reviewing the curriculum with staff. The governing body monitors the role of music in school.

Entitlement and Inclusion - EAL, PP, SC, SEND, More Able

In music, inclusion means ensuring that every student has equal opportunities to participate, learn, perform, and succeed regardless of their background, ability, culture, gender, or individual needs. This includes providing appropriate support and reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND), enabling them to access the curriculum and engage fully in musical activities. An inclusive music curriculum celebrates diversity by representing a wide range of musical styles, traditions, and artists, helping all learners see themselves reflected in what they study. Teachers should create a supportive and welcoming environment where differences are valued, barriers to participation are removed, and teaching approaches are adapted to meet the needs of all learners. Through inclusive practice, music becomes a subject that promotes creativity, confidence, collaboration, and a sense of belonging, ensuring that every child can develop their musical potential and enjoy the benefits of music-making.

‘Let all that you do be done in love’