

Beech Hill Community Primary School

Policy

Reviewed by: Gill Fitzpatrick

Date: October 2025

Next review: October 2026

Date adopted:

Signature on behalf of governing body:

Mission Statement

Doing our best today for a brighter future tomorrow.

Introduction

This Music policy reflects the school's values and philosophy in relation to the teaching and learning of Music. It outlines the purpose, nature and management, entitlement, implementation, assessment and review of music in the school. This policy should be read in conjunction with the relevant sections of the National Curriculum (N.C.). In Nursery and Reception the team should refer to the Early Foundation Stage Framework for guidance on creative development.

Rationale

Music is a very creative and practical subject that develops an awareness of and response to sound. Music is beneficial to all children, it develops children's imagination and is a vehicle for them to express personal thoughts and feelings and to encourage them to listen attentively.

At Beech Hill Primary School we are concerned with the development of the whole child and the development of musical skills will enable children to achieve their full potential and gain personal satisfaction.

Music helps develop:

- personal and social skills
- co-ordination and physical skills
- intellectual skills
- communication skills
- awareness of different cultures, times and places.

Music can also help forge important links between home, school and the wider world.

Aims

Through teaching Music at Beech Hill Primary School we aim to:

- make music an interesting and exciting experience in which all children will be actively engaged and challenged;
- provide children with the skills, concepts and knowledge required for them to express their responses to ideas, feelings and experiences through making music;
- encourage the development of imagination, original thought and personal expression;
- enable children to develop their ability to appreciate and evaluate pieces of music;
- help children develop an appropriate vocabulary to help them understand and express their own work and that of others;

- encourage children to value the contribution made to their world by musicians and composers from many countries, cultures and eras;
- promote moral development through helping children identify and discuss how musicians and composers represent moral issues in their work;
- develop thinking skills through encouraging children to ask and answer questions about starting points for their work, explore and develop ideas, investigate possibilities and to review and make judgements about their work;
- help children develop socially through collaborative working;

Objectives

Children will:

- recognise and explore how sounds are made, changed, organised and combined;
- use their voices in different ways such as speaking, singing and chanting;
- recognise and represent sounds with symbols;
- recognise how different musical elements are combined and used expressively;
- describe, compare and evaluate different kinds of music using appropriate musical vocabulary;

Children will have the opportunity to acquire knowledge, skills and understanding through:

- a range of musical activities that integrate performing, composing and appraising;
- responding to a range of musical and non-musical stimuli and starting points;
- working on their own, in groups of different sizes and as a class;
- a range of live and recorded music from different times and cultures.

Implementation

Planning

Planning is used to:

- set clear, achievable goals;
- ensure work is matched to pupils' abilities, experiences and interests;
- ensure progression, continuity and subject coverage throughout the school;
- provide criteria for assessment and evaluation of teaching and learning.

Long term plans are in place for Foundation stage, KS1 and KS2 which, as well as incorporating music into the creative curriculum wherever possible. Transition to the new Model Music Curriculum has taken place and is now embedded following training advice and support from GM music hub and Wigan Music service. The class teacher will build on the short term planning taking into account the needs and abilities of the children involved. Differentiation by task and by outcome will be identified at the planning stage. Year 4 and 5 will have instrumental class tuition delivered by Wigan's Instrumental teaching provision team.

Teaching and learning

Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each student's time at Beech Hill, using a combination of resources. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. They also develop their knowledge of digital media and how this can be used to enhance their own musical performances. Teaching is activity based. Each term, children work towards a goal. This will culminate in either a performance to the class or the playing of a piece with the class as a whole. In year 4 and 5 as part of their instrumental lessons through the wider opportunities scheme the termly goals are put together to create one larger work, so that students understand the process of long-term practising, rehearsing and learning, which is fundamental to music education

Resources

In Early Years, small selections of percussion instruments are available for use and experimentation and guided exploration by the children. In KS1 and KS2 class teachers will make use of the instrument trolley located in the music cupboard, a selection of audio CDs can also be found here along with song books and other musical publications.

Time Allocation

Nursery children sing regularly as part of their weekly routine and a music area is incorporated into the basic provision for Nursery and Reception. Singing forms an integral part of assemblies with a singing assembly delivered by the music Co-ordinator for KS1 and KS2 children. Here children access songs from other times and cultures alongside more traditional hymn singing.

The school recognises that music is an enriching part of the children's lives and therefore all staff promote the use of music in all curriculum areas.

SMSC in Music

Opportunities are provided to learn about music in other cultures and to understand the importance of respecting music in all cultures including in other countries and our own. Sharing music making develops a sense of social integration and interpersonal skills allow students to form successful relationships and to become a positive group member. Recognise the value of different contributions and their own responsibility to support and enrich the work of others. Cultural development enables children to develop an understanding of their own culture and of other cultures locally, nationally and internationally. Children are encouraged to explore music globally and they learn to value cultural diversity.

Equal Opportunities

All children have access to the Music curriculum regardless of their ability, special needs, gender, race, religion or cultural background. Modifications and extensions to the planned activities will be made where necessary to allow all children access to the unit of work. When using produced music as a stimulus to learning, positive examples from a broad range of personal, social and cultural perspectives will be promoted without prejudice.

Monitoring, assessment, recording and reporting

Teacher assessment is ongoing and evidence for recording and reporting is gained from teacher observation, “end results” in the form of performances, scores and recordings. Ongoing assessment is used to inform and modify short term planning, in order to match tasks to the needs and abilities of the children. Transition to a new digitised formation of recording evidence alongside knowledge organisers has ensured a bank of live evidence is developing in a portfolio for each cohort

Reports for parents/carers are prepared annually in the Summer term and take the form of written comments based on the pupils’ participation and achievement. These comments should take account of the National Curriculum level descriptors, which will also be used for assessing children at the end of the Key Stages. Reports on children taking part in individual music tuition are issued by the ITP team.

Extra Curriculum

We offer every opportunity to develop extra curriculum music tuition, which takes the form of individual and group weekly tuition by specialist teachers organised through Wigan Instrumental Teaching Provision. The school has KS2 choir who take part in performances both within school and within the community. are actively signposted to additional opportunities open to them musically throughout the borough. Enrichment opportunities including visits from Wigan Orchestra ensembles, Sounds like science, the ROH Carmen immersive project and the Royal Liverpool Philharmonic are also woven into the academic year to extend opportunities in improve cultural capital.

I.C.T

In order to aid the teaching of music in the school, Information and Communications Technology (ICT) in the form of audio equipment is used where possible and appropriate. All teachers have access to ipads and chrome books to record and create digital music and record and upload evidence.

All staff have access to the Wigan music service website, Naxos music box where they can find excerpts of music, planning examples, and other resources to enhance the teaching and learning in their classroom.

Health and Safety

Children will be taught and be expected to use instruments, digital and audio equipment appropriately and responsibly.

Monitoring: Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of a high quality. It includes classroom observations by phase leaders, SLT, subject leaders, etc. and scrutiny of teacher’s planning, pupils’ work and assessment data. Governors will receive regular updates about assessment protocols and outcomes at the curriculum committee meetings.

REVIEW

**Beech Hill Community Primary
School**

This policy will be reviewed during the Autumn term 2026 or earlier to take account of L.A./DfE policy. Responsibility for monitoring this policy is undertaken by the S.L.T., Headteacher, Governors and all staff. All members of the school community should be able to contribute to the evaluation of this policy and feel free to comment on its effectiveness.

Dissemination This is an open policy statement, which is available to staff, governors, inspectors, parents and the wider community and the school would welcome any feedback on its content.

This Policy was ratified

Signed: (Chair of Curriculum Committee)