



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry-based approach. As according to cognitive scientists nothing has been learnt until it is in your long-term memory we focus on ensuring learning sticks. We understand through research, including with our children, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

2. Rationale

At Priory, it is our intention that all children leave us with an enthusiastic and positive attitude towards music. We would hope that all of our children are curious, creative and confident enough to express themselves and explore their interests within the subject, both at school and at home, now and in the future.

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music connects us through people and places and reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the ever-changing world around us; from our own background as the community we are a part of too different cultures and traditions around the globe. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. In addition it plays an important part in helping children feel part of a community, which we promote by singing collectively as a whole school in worship, through the love of listening to friends and fellow pupils performing and through the joy of collective music making.

Through discreet music lessons we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Throughout the year the children have the opportunity to take part in various clubs. This can lead to watching and participating in performances at a range of venues. This is shared with the school community through newsletters and dojo. We annually hold a celebration concert to recognise and share the achievements of pupils in music.

3. Aims and Objectives

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments;
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

4. Teaching and Learning

We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of our music teaching. We focus on developing the children's ability to sing in tune and with other people. Through singing we teach the basic principles that underpin music such as the inter-related dimensions of music. This is then extended through the use of instruments with the children being taught how to read musical notation and compose music. At some point in their school life all children are given the opportunity to learn an instrument as part of class work.

Teachers plan for these musical experiences based on the National Curriculum outcomes with an awareness of the Model Music Curriculum guidance and use 'Charanga', an online programme, as a base to provide structure and progression of skills within the lessons.

5. Assessment

From Year 1 to Year 6 pupils' performance will be described in terms of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

Basic: understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

Advancing: understanding of key knowledge, independent application, can explain, use or summarise understanding

Deep: has an exceptional understanding of knowledge and skills (gifted and talented)

6. Resources

Resources for the teaching of music are stored centrally in the music area. The resources are audited, monitored and maintained to ensure that they are readily available for sessions. Software is available on the ICT equipment to support the children in their learning; such as GarageBand on the iPads and Charanga. Resources are purchased as required to ensure all children experience a rich and balanced curriculum.

The general teaching requirement for health and safety applies in this subject. We teach the children to consider their own safety and the safety of others at all times. The children will be encouraged to develop confidence and a sense of responsibility for themselves and others. They must learn to understand that their actions directly affect other people's safety, and be encouraged to look for, and react to, potential hazards. The children will be trained to work sensibly and safely, and to acquire positive attitudes towards safe practice. Teachers will give a clear lead through their own planning, pre-sets and personal example (see Music risk assessment).

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the revised Early Years Foundation Stage curriculum (Development Matters) as appropriate, to guide our teaching.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. The Prime areas are fundamental and work together to support development in all other areas. The Specific Areas of development include essential skills and knowledge for children to participate successfully in society.

In the EYFS, Music is focused in the "Specific" area, under the heading 'Being Imaginative and Expressive'. Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

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- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music

Music plays a vital role in the EYFS as it supports learning in many areas of the curriculum. It enables children to develop and express their ideas through an imaginative platform. Music supports communication and language development including words, sounds and patterns through the teaching of songs and rhymes. It helps to reinforce positive relationships and encourages children to interact with their peers and adults. Music can also be a fantastic way to support physical development as they move in different ways to varying tempos, beats and musical styles. Through direct teaching during carpet sessions, children can explore both musical instruments as well as different musical styles. Continuous provision allows children to continue to explore the different aspects of music using their own ideas.

Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development Matters (2021) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. This assessment is subsequently reported to the Local Authority. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children's skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p>Personal, social and emotional development</p> <ul style="list-style-type: none">• Self-Regulation• Managing Self• Building Relationships <p>Physical Development</p> <ul style="list-style-type: none">• Gross Motor Skills• Fine Motor Skills <p>Communication and language</p> <ul style="list-style-type: none">• Listening, Attention and Understanding• Speaking	<p>Literacy</p> <ul style="list-style-type: none">• Comprehension• Word Reading• Writing <p>Mathematics</p> <ul style="list-style-type: none">• Number• Numerical pattern <p>Understanding the world</p> <ul style="list-style-type: none">• People, Culture and Communities• The Natural World• Past and Present <p>Expressive arts and design</p> <ul style="list-style-type: none">• Creating with Materials.• Being Imaginative & Expressive

8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the subject lead, Inclusion Hub and where appropriate specialist services.

9. Equality

Priory is a caring school that aims to provide a high-quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here. Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

10. Monitoring and Review

The subject leader is responsible for monitoring the standards in Music. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- Health and Safety

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