

CRADLEY CE PRIMARY SCHOOL



Music Policy

Policy developed by	C.Neale
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Next review	February 2027

I. Vision and values

Our values: *Respect, caring, courage, trust, perseverance, forgiveness, resilience and belonging*

Our vision: *'Believe, belong, be happy; every child, every chance, every day.'*

Our aspirations for every child at Cradley CE are encapsulated in our vision statement: 'Believe, belong, be happy; every child, every chance, every day'. This, together with our core values, drives all that we do. As a church school, we are an inclusive community where the uniqueness of every child is celebrated as a gift from God. This policy is carried out within the context and spirit of the school's Vision Statement and supports and reinforces our aspirations for our children.

2. Curriculum intent

At Cradley CE our curriculum is designed with our vision 'Believe, belong, be happy; every child, every chance, every day' at its heart. Staff and governors firmly believe that to help us realise our vision, our curriculum should help children to:

Believe

Our broad and balanced curriculum ensures that our children acquire and retain knowledge, develop transferrable skills and grow in understanding. It is enquiry led; it focuses on big questions to actively engage children in learning. Children use their knowledge and skills to achieve carefully planned real and purposeful outcomes. Through its design, our curriculum ensures that our children will become confident, successful life-long learners who *believe* in themselves and their own abilities.

Belong

We believe that the curriculum is a cultural experience which binds us together. The Cradley curriculum is designed to ensure that children understand that they *belong*; that they are part of an extended community which stretches back into the past and out into the future. Our curriculum ensures that our children are proud to *belong*; that they celebrate and promote their local heritage whilst being positive and active participants on a national, international and global scale.

Be happy

Memorable experiences are built into our curriculum to ensure that our classrooms are places where children are *happy* to be; where children develop a love of learning; where they can naturally develop their interests, build on their own individual talents and discover passions which will last into adulthood.

Every child

Our curriculum is designed to meet the needs and interests of *every child*, to ensure that there is something to inspire and challenge each individual. Barriers to learning have been identified and addressed through our curriculum design and our core values are embedded in all aspects of learning. As a result, we ensure our children have the courage and resilience to meet every challenge and the tools to develop strong and positive relationships. *Every child* has the opportunity to achieve the best possible outcomes.

Every chance

The Cradley curriculum provides our children with *every chance* to succeed; it is focused on ensuring children develop the cultural capital that is essential if they are to go on to be happy and successful participants in society. Our curriculum will open doors to children, show them

possibilities, help them to make connections and raise aspirations. Through our curriculum, children will acquire knowledge that takes them beyond their everyday experiences whilst providing them with knowledge and skills which are essential for success.

Every day

Our curriculum ensures that *every day* is a rich learning experience: *every day* is an opportunity to build on what has gone before; *every day* is a chance to make connections; *every day* provides children with another piece of the puzzle; *every day* is the opportunity to ensure our children *shine*.

3. Subject intent

At Cradley we aim to inspire every child to be a musician through an enjoyable learning experience. Our objective at Cradley is to develop a curiosity for the subject, as well as an understanding and acceptance of all types of music across a wide variety of historical periods, styles, traditions, and musical genres. Every child will have the chance to play a range of instruments, use and understand musical notation, and then perform and showcase their work. It is our aim that all children develop a love and passion for music. As a whole school, we embrace our Cradley values and ensure all children are ready for their next steps in life.

4. Aims

The national curriculum for music aims to ensure that all pupils:

- 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

At Cradley CE we use the music scheme 'Charanga' which supports all of the aims outlined in the national curriculum for music in both key stages 1 and 2.

5. Knowledge

In Key Stage One (KSI), children will be taught music through the Charanga scheme which encompasses a balanced curriculum including composition, performing and listening and appraising. In KSI, children will begin to listen to and appraise a piece of music from different genres. Children will be encouraged to share their thoughts and opinions on a piece of music and give reasons based on their emotions. Following on from this, children will experiment and explore sound using a range of untuned and tuned instruments. Through the use of the Charanga scheme, children will learn how a piece of music is composed and how improvisation can be used within a piece of music. Children will start to see connections between music and compare similarities and differences between the style and the way it is composed. The Charanga scheme encourages children to compose their own style of music and learn how musical notation is used to represent sound. Furthermore, children will perform to an audience successfully in solo or ensemble. Children will know the importance of rehearsal and how to give constructive feedback to others.

The genres of music taught in KS1 include:

- Hip-Hop, Reggae, Blues, Latin, Bhangra, Folk, Funk and Rock.

In Key Stage Two (KS2), children will build on knowledge covered in previous years leading to a spiral curriculum of music. Children will develop their understanding of musical composition leading to their own improvisation within a musical style. An understanding of the structure of music will be taught through the Charanga unit and how melody and harmony are included in musical styles. Following on from this, children will increase their confidence and control when singing and playing musically. Children will continue to learn how to play untuned and tuned instruments within a style of music. After composing their own music, children will appreciate how live and recorded music is composed from a range of traditions and cultures. Children will become aware of different composers and musicians and will develop an understanding of the history of music.

The genres of music taught in KS2 include:

- R&B, Reggae, Pop, Soul/Gospel, Rock, Jazz, Pop Ballads and Hip Hop.

6. Developing skills

During their time at Cradley, children will develop a range of musical skills. At Cradley, the scheme Charanga is used to ensure skills are progressed from KS1 to KS2. Children will start their journey in KS1. They will be taught how to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Within their music lessons, children will have the opportunity to play tuned and untuned instruments musically and develop a understanding of musical notation. Children will listen with concentration and understanding to a range of high-quality live and recorded music and respond with emotion. As the Charanga unit is taught, children will experiment with, create, select and combine sounds using the inter-related dimensions of music.

As children progress into KS2, children will use their previous knowledge from KS1 to sing and play musically with increased confidence and control. Children will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. As the Charanga unit is taught, children will play and perform in solo and ensemble contexts, using their voices and musical instruments whilst focusing on control, accuracy and fluency. Children will learn how to improvise and compose music for a range of purposes. The Charanga unit encourages children to listen with attention to detail and use and understand musical notation. In KS2, children will develop an understanding of the history of music and appreciate and understand a wide range of high-quality recorded live and recorded music from different traditions, composers and musicians and compare the similarities and differences between them.

7. Teaching and learning (implementation)

At Cradley, we aim to make music an enjoyable learning experience therefore we follow a creative approach to our music curriculum. Children are given the opportunity to participate in a variety of musical experiences throughout all year groups at Cradley. Children will be able to discover, explore and develop skills through practical music lessons. At Cradley, we aim to meet the National Curriculum requirements. Therefore, we use the music scheme 'Charanga'. This scheme offers opportunities for children of all abilities to develop their skills and knowledge in each teaching unit and progression is planned carefully throughout each

year group meaning children are challenged appropriately. The sequencing of skills enables children to use what they have previously learnt in their prior year group and further develop these skills in the current unit. Lessons are sequenced from listening and appraising a song, to composing their own version and finally performing their version. Throughout each unit, children work towards a real outcome which usually includes performing as a class to the whole school or another key stage. Children are taught to compose music, to understand musical notation, to sing and play in time and control pace and sound. Music lessons across the school are delivered by class teachers in both key stages. The school uses a variety of teaching and learning styles in music lessons including modeling, demonstrating and exploration. We recognise that children come from different musical abilities and backgrounds, so we provide all children with suitable learning opportunities. It is the class teacher's responsibility to ensure that tasks are achievable to all types of learners and that resources match the needs of the child. At Cradley, we use our classroom teaching assistants to support individual children or groups of children within music lessons. Children also have the opportunity to use/listen to a wide range of instruments such as recorders and glockenspiels, including through ICT and computing. All children in Year 3 are given the opportunity to learn a woodwind instrument. Children are given the opportunity to learn a variety of instruments on an individual basis in lessons delivered by peripatetic teachers and paid for by parents. Children also have the opportunity to sing in the school choir and perform to the local community. At Cradley, children take part in weekly singing assemblies and sing songs linking to cultural backgrounds as well as annual celebrations and festivals such as Easter, Christmas and Harvest.

8. Planning

Planning is the responsibility of the class teacher with the help of the music coordinator. At Cradley CE we use the scheme 'Charanga' as a starting point for whole school music teaching. It provides teachers with week-by-week lesson support for each year group and includes lesson plans, assessment, clear progression and online resources that engage and excite children whilst supporting the teaching of the lesson. Teachers should ensure that curriculum planning sets clear goals, matches pupil's abilities but also includes challenge, continuous progression of knowledge and skills and assessment of teaching and learning. The progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. However, teachers also have access to other ideas and resources and are expected to adapt any published materials used to meet the needs of their pupils. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible. Teacher's curriculum plans will be monitored by the Music coordinator who will provide support where necessary.

9. Meeting the needs of all children

In line with our vision, teachers are aspirational for all pupils and give every child the opportunity to succeed. Teachers have high expectations for all pupils to ensure that 'every child' has 'every chance, every day'. They will use appropriate assessment to ensure all pupils are appropriately challenged. This includes:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

- Pupils with English as an additional language (EAL)

Musical learning experiences at Cradley provide all children with equal opportunities regardless of their ability, needs, race, gender or cultural background. During music lessons, children will work collaboratively in groups, mixed pairs, as a whole class and individually. Groups are chosen appropriately based on the task set and children will work with mixed and same gender and ability. Pupils with SEN will be able to develop their confidence and self-esteem through expressing their feelings in music due to it being a subject that does not focus solely on academic ability. Teachers will ensure that differentiation is implemented within their lesson when considering task, resources, support and outcome. At Cradley, children from disadvantaged backgrounds have the same opportunities as their peers and are able to learn a wide range of instruments. Children who demonstrate a talent for music and are considered more able within the subject will be provided with extra challenges and performance opportunities in order to maximise their potential. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

10. EYFS

In EYFS, music is valued as an essential aspect of a child's social and emotional development. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year. The EYFS curriculum includes 6 main strands and music comes under the 'Expressive Arts and Design' area of learning. Children in EYFS should have the opportunity to explore, experiment, practice, communicate and respond to experience. At Cradley CE, children will develop these skills through singing, playing instruments suited to their age and playing and moving. Children will have regular opportunities to learn a repertoire of rhymes and songs and listen to a range of music. The implementation of successful music teaching in EYFS will develop skills and knowledge in other areas of the curriculum.

School values, British values and SMSC

At Cradley CE, it is our responsibility as class teachers to ensure that we promote and reinforce British values, SMSC and our own Cradley CE school values within the music curriculum. Children are taught to demonstrate mutual respect within music lessons through listening to and responding respectfully to their peers performances and viewpoints. Lessons encourage children to work collaboratively in group tasks in order to develop their social skills and create a sense of belonging. Children are exposed to a range of songs and lessons are planned to ensure that children listen to, appreciate and appraise songs from different cultures and faiths. Children are able to compare the similarities and differences between different cultural music and celebrate differences between themselves and others. Following on from this, children will create their own music and incorporate different musical influences and cultures. Children are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Lessons provide opportunities for pupils to express themselves freely in composition and performing tasks. Within lessons, students have the opportunity to express their opinions and vote for songs pupils wish to perform developing children's awareness of democracy.

10. Assessment and record keeping

A variety of assessment methods are necessary in music as achievements and successes can appear in many different ways. At Cradley CE, AFL is important for both teacher's assessment and pupil's self-assessment. During each lesson, children are encouraged to reflect on their own learning and development. This offers an opportunity for children to explore new ideas and understand their own needs and ways of learning. Teacher AFL is essential throughout the lesson in order to know how to challenge and meet individual needs in order to ensure progression takes place. Other assessments take place in the form of termly formative records which show the progress that individuals have made. At the end of each academic year, class teachers report on the progress and achievements of individual pupils in their annual report. It is the class teacher's responsibility to record skills and knowledge taught throughout the year in a music skills book. This includes annotations, pictures, examples of lesson plans, assessment notes and reflections from class teacher or pupils in order to show the progression made throughout the year. Video recordings of live musical performances are used to

11. Health and safety (where relevant e.g. for practical subjects)

- Instruments to be put away carefully after each music lesson.
- Instruments to be appropriately stored in the music cupboard according to weight, size and shape.
- Instruments will be checked regularly to ensure that they are in good quality.
- Recorders to be washed and cleaned by class teacher after every session by using Milton to sterilize and ensure hygienic use.
- Children to take care when transporting instruments around the classroom or school.
- Children are taught to take care of instruments and not step over equipment.
- The school's grand piano will only be moved by an adult.
- Where children are to participate in activities outside the classroom, for example external performances and attending musical events a risk assessment will be carried out prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

12. Roles and responsibilities of the subject leader

- to provide a strategic lead and direction for Music in the school
- to monitor and evaluate the effectiveness of Music planning, teaching and learning
- to support and guide the practice of teachers and support staff
- to ensure coverage, continuity and progression in planning
- to update documentation as appropriate
- to produce action plans for the School Improvement Plan
- to collate assessments
- to report to SLT and governors at least termly
- to audit resources and ensure staff are fully equipped to deliver the subject
- to prepare bids and manage the Music budget effectively
- to liaise and consult with outside agencies where appropriate
- to keep up to date with current educational thinking and outstanding practice in Music
- to liaise with the Music Service and peripatetic music teachers
- to audit staff CPD needs and to prepare and lead INSET

- to attend relevant INSET training
- to review regularly the contribution made by subject to our wider curriculum
- to coordinate extra-curricular music activities as appropriate to staffing and pupil interest
- to organise concerts for children to attend and organise concerts and workshops for children in school
- to carry out any necessary risks assessments for music related trips

I3. Impact

The subject leader is responsible for the monitoring and development of the music curriculum and ensure that key development priorities are identified and addressed. In order to ensure that the Cradley CE music policy is being implemented within school, the subject leader will carry out half termly and termly actions. Half termly, the subject leader will monitor class teachers planning to ensure that it includes appropriate skills, knowledge and progression. Following on from this, the subject leader will give feedback, support and CPD opportunities to class teachers to ensure that planning and teaching reflects our Cradley CE music policy. Termly, the subject leader will carry out 'deep dive' music drop in's to ensure that the Charanga music scheme is being taught successfully within each key stage. Following on from this, the subject leader will assess and act upon the information gathered from the deep dives and consider the next steps and share these with class teachers. The subject leader reports termly to SLT and governors on any actions taken, the impact of these actions and the next steps to be taken.

I4. Review

This policy will be reviewed every 3 years.

Reviewed C.Neale February 2026