

Bentley West Primary School



Music Policy 2026-27

Policy Status and Review

Written by:	Mrs Smith
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Position:	Music Teacher
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Signed by Chair of Governors:	
Date:	

Music Policy

RATIONALE

At Bentley West Primary School we believe that all our pupils have a right to a high quality music education. We see Music as an important subject in itself, whilst also harnessing its ability to impact learning in other curriculum areas, develop social skills, contribute to our mental health and bring us together as a community.

“The central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical” Chris Stevens HMI Music 2022

We aim to:

- Provide all pupils with a high quality music education that enables them to fully develop their musical potential and gives them the skills needed for the next phase of their education.
- Ensure that Music is an important part of school life that unites the school community, contributing to its musical identity and enabling children to experience the unique ability of music to contribute to wellbeing.
- Enable our children to experience a rich musical diet, providing cultural capital by experiencing the best of what has been created across a range of musical eras, genres and cultures.
- Enable all of our children to find their voices as singers, performers and composers and become confident and reflective musicians.
- Provide all children with the opportunity to learn to play a musical instrument.
- To foster a lifelong passion for music in our children.

APPROACH

“The central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical” Chris Stevens HMI Music 2022

We firmly believe, in line with the Music research and subject reviews that the aim of the music curriculum is to ensure that pupils become more musical rather than just doing or experiencing music.

At Bentley West Primary School we make music an enjoyable and active learning experience. We encourage children to participate in a variety of musical experiences enabling them to leave us as confident and reflective musicians. Our music curriculum aims to develop our musicianship skills as singers, instrumentalists and composers and have knowledge of the building blocks (inter-related dimensions) of music: **pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture, and notation.**

Bentley West Primary School uses the National Curriculum and EYFS framework as a basis for the structure of the music curriculum. In EYFS pupils follow a bespoke, Kodály inspired curriculum, focussing on building musical foundations and supporting language development, alongside musical play. Pupils in KS1 and KS2 follow the Charanga Creative Curriculum, based around the main strands of listening, performing and composing, which has been informed by the national curriculum for music, non-statutory guidance for teaching music from Key Stages 1 to 2 and the Model Music Curriculum documents. Teaching is adapted to ensure that lessons meet the needs of our school community and all learners.

Our long term plan maps the music topics studied in each half term with our MTPs outlining the content delivered in more detail. Clear musical learning objectives and success criteria for the lesson are shared with pupils and form the basis of assessment. The curriculum has been devised in a learning spiral to ensure that skills and knowledge are continually revisited and built upon in order to allow pupils time to embed and master them. The progression planned into the scheme of work means that children are increasingly challenged as they move through the school. Monitoring and regular reviews of each unit ensures that all aspects of music are covered and that children are challenged and supported in order to allow pupils time to embed and master them.

Early Years

In **Early Years** children work towards achieving Early Learning Goals in Expressive Arts and Design following the guidance of the New Early Years Framework and Musical Development Matters Document. The specialist music teacher delivers a short music session alongside teachers. The EYFS curriculum is planned with a kodaly inspired approach to musical learning following the **prepare, present, practice** philosophy. Musical knowledge is prepared through games and songs, being presented as knowledge when appropriate and then practiced. A kodaly. We enable our children to experience musical skills and concepts e.g pulse, (**prepare**) in order that they will understand these concepts when they are **presented** and subsequently **practiced** in future learning. Class teachers incorporate songs and rhymes used in music sessions, use songs to aid transitions and support learning, as well as enabling children to have the opportunity to play with sounds.

Pupils will learn to:

- Chant a range of simple rhymes. Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Create, copy and perform simple rhythmic patterns using their bodies or instruments.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Explore sound makers and create music based on a theme.

Key Stages 1 and 2

In **Key Stage 1** pupils follow the National Curriculum for Music, receiving weekly music lessons from a specialist music teacher. Concepts such as pulse and rhythm are introduced and practiced through songs and games, whilst also preparing children for concepts that will be introduced in KS2.

Pupils will learn to:

- Use their voice expressively through songs and chants
- Play musically using tuned and untuned percussion
- Experiment with pitch, tempo, dynamics, structure, texture, timbre and notation.
- Listen with concentration
- Develop a musical vocabulary
- Evaluate and discuss their work and that of others
- Give pupils opportunity to experience live music from visiting musicians

In **Key Stage 2** pupils continue to follow the National Curriculum for Music and receive lessons from a specialist music teacher. Key learning and concepts from KS1 are revisited through the spiral curriculum and the prepare, present, practice model continues to be used to enable children to develop their skills as musicians.

During Year 4 their music lessons are facilitated through Walsall Music Hub, to give the children the opportunity to learn to play an orchestral instrument and further build cultural capital. This pathway continues for those with musical aptitude in later year groups, who receive weekly small group music tuition. Children will be selected by musical ability whilst also facilitating the opportunity for pupil premium children to access this provision.

Pupils will learn to:

- Play and perform in both ensemble and solo contexts
- Increase the accuracy, fluency and control of their voices and instrumental performances.
- Perform with musical expression
- Improvise in a range of styles
- Compose in a range of styles
- Listen with attention to detail and be able to recall sounds
- Begin to use and understand staff (and other) notations
- Appreciate and understand a wide range of music
- Develop an understanding of the history of music

DELIVERY

- All pupils, from Nursery to Year 6, participate in weekly music lessons led by a music specialist:
- EYFS children receive a 20 - 30 mins focussed session from the music teacher, supported by EYFS staff. In addition they access music through child initiated activities, singing games and songs in the continuous provision.
- KS1 and KS2 children receive 45 -60 min lessons.

- All children have the opportunity to learn to play a woodwind instrument in Year 4, provided by a teacher from Walsall Music Hub.
- During music lessons children learn to play classroom percussion instruments with a focus on glockenspiels. Children are encouraged to use other instruments that they are learning e.g recorder during music lessons.

Music Beyond the classroom

At Bentley West Primary School we believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities.

Once a week the school meets for a singing assembly. At the start of all assemblies there is an opportunity for children to listen to Music from a variety of composers, era, styles and cultures. This is a time for quiet reflection where the children can appraise what they have heard. Children learn and practice hymns and songs for use in other assemblies and special occasions.

All children have the opportunity to participate in performances for school events such as Harvest, Christmas carol service, nativity plays, Key stage plays, class assemblies and performances.

Music clubs e.g recorders and choir run at throughout the year. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year, for example at the Christmas Carol Concert, Young Voices Concert, Music Hub Singing Festival. Our recorder groups and woodwind group perform at a variety of concerts during the year.

We are always keen to work in partnership with other local schools. We take an active role within both the Leigh Trust Music Network and the Walsall Primary Music Network, attending meetings and participating and supporting events developed by this group. We actively promote and encourage children to showcase both their singing and instrumental skills in concerts.

Our instrumentalists are offered the opportunity to perform in our Carol Service, Spring concert, and music assemblies. Opportunities often arise for them to experience working with other musicians through Walsall Music Hub. In recent years we have involved our musicians in 'Crazy Composers' and 'Orchestra of the Swan' projects which provided our children with the opportunity to learn from and perform alongside the English Concert Orchestra and Orchestra of the Swan. Instrumental music clubs and groups vary according to the interests of the children and the skill sets of staff..

Pupils will be given opportunities, where possible, to experience live music both within school, through Walsall Music Hub and other partners as these become available. Singing assembly provides an opportunity for children to perform informally and celebrate their musical achievements. Children are encouraged to share their music making and offer supportive feedback to each other. We seek to highlight to our pupils that we can all achieve in music.

DIFFERENTIATION EXPECTATIONS

The MTPs planning and learning opportunities are personalised to suit the needs of individual classes.

- All staff are expected to have high expectations of every child in their class.
- Appropriate and sufficient support and challenge is provided for all groups learners through an adaptive curriculum

SEND

- We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers, including teachers of the deaf, provide learning opportunities matched to the needs of any children with learning difficulties, and our work in music takes into account the targets set for individual children in their individual Education Health and Care Plans.

DEAF CHILDREN

- Our Music specialist works closely with our Deaf Base staff to ensure that our deaf pupils are able to fully access the Music curriculum. Our deaf pupils will be taught Music with their classes with the support of Deaf Base staff whenever this is possible. At times, deaf pupils will be taught Music in the Deaf Base for part or all of Music lessons when this is in the best interests of the pupils. Our deaf pupils are supported in weekly singing assemblies to enable them to develop signed performances of songs, many of which are also signed by the whole school community.

EAL

- The practical, kinesthetic approach to our Music lessons supports our EAL learners.
- Activities are clearly modelled and musical language is repeated consistently and frequently.
- Specific targets are taken into consideration when planning and adapting the curriculum for our EAL learners.

Greater Depth

- The music curriculum is ambitious for all pupils; challenge is a part of every child's learning. Gifted and talented musicians will be encouraged to take on leadership roles and their learning adapted to provide stretch and challenge.
- **Gifted and talented musicians** will be signposted to opportunities provided by Walsall music hub and any other appropriate external music agencies.

ASSESSMENT

The design of the Music curriculum at Bentley West Primary School enables children to make progress and grow their knowledge and understanding. Children will demonstrate their ability in music in a variety of different ways, with an understanding that they may be at different places in their development across the different strands of musical learning.

Formative Assessment

Formative assessment has been proved to have the most impact on pupil progress in Music.

- Teachers continually use assessment during lessons to adapt, inform and develop the children's musical journey.
- Children are encouraged to self and peer assess by listening to/ watching their performance back or watching their partner or another group perform. Older pupils are encouraged to make judgments about how they can improve their own work.
- Teachers make imaginative use of technology to enable them to assess pupils' listening and understanding of music and model strategies e.g google quizzes, shared slides, digital notebooks, floor books and direct sharing of work in the moment via Charanga musical school

Summative Assessment

- Summative assessment is gathered at the end of each music unit of work. This then feeds into personalising the MTPs for each group of learners.
- Teachers make use of technology to capture outcomes of children's learning such as using video and sound recordings of live musical performances. These are stored in class music notebooks and floor books, which enables both teachers and pupils to revisit previous learning in order to reflect on performances and highlight next steps. It also enables the music teacher to reflect on progression over time.
- At the end of each academic year end of unit assessments are referred to in order to record progress against National Curriculum targets. This information is recorded in Insight.

In EYFS, we assess the children's Expressive Arts and Design according to the Development Matters statements. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'. The teacher then makes a summary judgement about the work of each pupil and this will be used as a basis for assessing the progress the child has made at the end of the year.

Music is monitored by the Music Teacher and SLT. Teacher and pupil voice is collected through questionnaires and discussions and used to develop and improve our Music offer.

ORACY

At Bentley West Primary School we are working with Voice 21 to develop our children's Oracy skills in order to enhance their speaking and listening skills in music. The framework allows both staff and pupils to understand what makes good spoken communication in music.

Talk in the classroom has been planned, designed, modelled, scaffolded and structured in music. This enables our children to develop and deepen their subject knowledge and understanding. Our children participate in a wide variety of carefully planned oracy activities across music which helps them to develop confidence in the spoken language.

Oracy is a powerful tool for learning at Bentley West Primary School. We aim to encourage fluent speakers, who are confident to communicate, debate and present in a wide range of situations in music.

KEY RESPONSIBILITIES

- **Children** must be aware of what they are learning and why.
- **Teachers and TAs** are responsible for following this policy and ensuring progress and challenge for all groups of children.
- **Subject Leads** are responsible for monitoring and evaluating the provision and quality of practice in music and reporting back to SLT
- Subject Leads will also:
 - provide support to colleagues in the use of music to support other areas of learning and school life.
 - remain informed about current developments in the subject
 - provide a strategic lead and direction for the subject in the school.
- The **SLT** has overall accountability for the quality of Music provision at schools within Leigh Trust.