

Brookfield Park Primary School

*Nurture, include and inspire to
succeed*



Music Policy

Date: September 2025

Policy will be reviewed September 2026

Music Policy

Introduction

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and listen with discrimination to the best in the musical canon.

National Curriculum 2014

'Music is our daily medicine which aids far better communication with others and ourselves.'

Evelyn Glennie, CBE, Percussionist

'Music is the most universal of all the arts. Ask any person in any city in any country what their favourite music is, they will always have an answer. So treasure music and keep it with you always.'

John Suchet, Newscaster

'Music is a source of wonder, a magical art capable of opening children's hearts and minds.'

School Mission statement

At Brookfield Park we provide a happy, safe and caring environment where all individuals get the chance they deserve and the opportunity to develop skills for life.

We gain high standards through great expectations of all and by creating interesting and exciting learning experiences.

By working together and being supportive of each other, children and family, we nurture a community where everyone wants to succeed.

Aims of Teaching Music

The aims of music teaching at Brookfield Park are:

- To enable each pupil to grow musically at his/her own level and pace, and to foster a sense of enjoyment in music.
- To foster in each pupil, musical responsiveness and the development of a sensitive, analytical and critical response to sound in general, in particular to those organised patterns of sound called music.
- To enable all pupils to acquire the knowledge, skills and understanding needed to make music.

- To assist each pupil to develop a positive self-esteem and develop social skills and awareness through making music together.
- To develop in every pupil the capacity to express ideas, thoughts and feelings through music.
- To develop in every pupil the necessary skills and concepts acquired through exploring and organising sound.
- To offer pupils opportunities to experience the personal satisfaction and self-confidence derived from striving after the highest possible standards whilst engaged in musical activity.
- To develop pupils' understanding and appreciation of a wide range of different kinds of music, including those from different historical periods and developing and extending their own interests and increasing their ability to make judgements of musical quality.
- To develop skills, attitudes and attributes in pupils that can support learning in other subject areas and that are needed for life and work, for example, listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

These aims are consistent with our School philosophy and take account of the LEA Curriculum Policy and meet NC guidelines.

Teaching and Learning

EYFS, Key Stage 1 and Key Stage 2

At all Key Stages music teaching will:

- Develop each of the inter-related skills of performing, composing and appraising in all activities.
- Extend these skills by applying listening skills and knowledge and understanding of music.

In particular, by making and responding to a wide range of music, children, will be helped to understand:

- How sounds are made, changed and organised, for example through the use of the musical elements and structures.

- How music is produced, for example through the use of instruments, and musical processes including relevant symbols and notations.
- How music is influenced by the time and place, for example how it can be affected by the venue, occasion and purpose.

EYFS (expressive arts and design)

Before embarking on Key Stage 1 work, many of our children will have attended nursery and reception classes where they will have had the opportunity to sing, explore sounds and dance and move to music. In particular, they will have recognised and explored how sounds can be changed, sung simple songs from memory, recognised repeated sounds and sound patterns and matched movements to music. They will also have communicated their ideas, thoughts and feelings by singing a variety of songs and used musical instruments. Most of the music teaching will be taught using a cross-curricular approach. These experiences will be recognised and built upon by:

- Maintaining an emphasis on actions songs, especially in the early part of the Key Stage 1.
- Making music fun, for example, by using musical games to extend skills and the understanding of musical concepts.
- Learn to sing songs to help develop understanding of cross-curricular concepts.

Key Stage 1

During Key Stage 1 children will listen carefully and respond physically to a wide range of different kinds of music. They will play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions with increasing confidence, imagination and control. They will explore the way sounds and silence can create different moods and effects.

Subject Content:

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.

Key Stage 2

During Key Stage 2 children will sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They will improvise and develop their own musical compositions in response to a variety of different stimuli, with increasing personal involvement, independence and creativity. They will explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

Subject Content

Pupils should be 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.

Creative Curriculum

At Brookfield Park we value the benefits of a cross-curricular approach. This allows pupils to consolidate and apply their knowledge and skills in a range of contexts. Throughout the key stages, every opportunity is taken to enhance music teaching by making relevant links to the topics being studied.

Equal Opportunities

It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability (including gifted pupils), ethnicity and social circumstance have access to the curriculum and make the greatest progress possible.

The work with the school is based on collective and shared responsibility for all pupils. Class teachers make provision for delivering the curriculum to all children equally and the school caters for all children on an equal opportunity basis.

While teaching music, Equal Opportunities is an issue to be addressed by all teachers. This may necessitate careful consideration of grouping. Consideration will also be given, when appropriate, to the music of different cultures.

Attention is given to pupils who are musically able and to their performance abilities, musical perception and verbal abilities. Some of these abilities will show themselves in a number of ways including:

- Marked interest in musical activities.

- Vocal and rhythmic responses to a high level of accuracy.
- A quick understanding and application of musical elements.
- Performing skills beyond their peers.
- Significant persistence in musical activities.

Assessment

Assessment is used to inform future planning and to provide information about individuals throughout their time at Brookfield Park.

The prime function of assessment is to give both the child and the teacher a clear picture of what has been learned, what learning strategies have been acquired and what concepts have been understood so that both may see what steps need to be taken in the future. Teachers observe, evaluate and assess constantly in a wide variety of ways – from day to day contact with the children observing what they can do, what they produced and what they say.

Assessment will provide summative information for teachers and other professionals, information for parents and, of course, contribute towards the pupil's curricular record. During music lessons it is important that teachers assess pupil performance. A variety of techniques should be adopted including:

- Teacher's observation of pupils.
- Teacher-pupil discussion and teacher questioning.
- Individual pupil's notes and written work.
- Pupil's ongoing analysis of their achievement.
- Photographs of children engaged in music-making activities.
- Recordings of music making and performance.

The targets for assessment at EYFS, Key Stage 1 and Key Stage 2 will be:

1. Performance and Appraising.

- Sense of enjoyment.
- Accurate learning of musical script.
- Conveying the mood – interpretation.
- Imaginative use of expressive elements.
- Good tone and technique.
- Good presentation and concentration.

2. Composing and Appraising.

- Was the task met?
- Did it communicate a musical idea?
- Was there an awareness of musical elements?
- Did the piece suit the instrument it was intended for?

- How was it recorded? (graphic score, traditional notation, tape, ipad, keyboard sequencing).

3. Listening and Appraising.

- Is the listener fully attentive?
- Did the piece appeal to you? Why?
- Comments on instruments, specific features, dominant elements, place in time, structure/form, evocation of a mood/picture.

Health and Safety

Teachers always plan music activities taking into account Health and Safety aspects. All teachers are aware of the implications of using electrical devices during musical activities.

Excellence

Several times during each academic year children have the opportunity to listen to and watch visiting musicians perform live. Performances usually take place in the hall during special assemblies or occasionally in classrooms. Many children also have the opportunity to see musical performances by undertaking visits.

At all Key Stages, many of the musical activities undertaken by the children lead up to a performance to demonstrate the skills they have acquired. Performances take place in the children's own classroom with peers providing the audience, in other classes, assemblies or venues outside the school. Children throughout the school also have opportunities to take part each year in Christmas productions and in a musical that is performed in the Summer Term. Extra-curricular clubs enable the children to develop their performing skills.

We have a music room in school where most of the musical instruments are stored. Classes and groups are able to use this room for a range of musical activities. For example, children are able to use the room for class activities, rehearse for performances, receive drum, guitar or keyboard lessons or simply to listen to music.

A whole school singing assembly takes place once a week.

To provide opportunities for the children to hear a wide range of music, a programme of music is played during assemblies. This is changed each term. The assembly music is discussed in classes and then children are given the opportunity to produce related artwork. This music is also used to develop pupils' spiritual awareness by allowing them to take time to reflect.

A range of music is played in classes to provide a soothing atmosphere and music is used during Brain Break activities. Each class has access to a wide range of music resources stored on class laptops to implement this.

Teachers also have access to the Charanga music scheme, which is used throughout the school.

Resources

The majority of musical instruments are located in the Rainbow Room. Each class has access to the relevant Charanga schemes along with Medium and Long Term Plans. Some support materials including photocopiable sheets, books and posters are kept for safe keeping by the Subject Leader.

The resources, which are accessible to teaching staff, support staff and children, are maintained by the Subject Leader and will be replaced or added to as finance permits and in line with the School Improvement Plan. The class teacher, subject leader and specialist teachers will together identify equipment and accommodation suitable for SEND pupils.

Instruments Available

Percussion

Castanets	Triangles	Cabasa
Kazoos	Tambourines	Wave Drum
Rainstick	Finger Cymbals	Woodblocks
Xylabells	Agogo	Marching Drum
Chinese Bell	Guiro	Hand Bells
Bodhrans	Snake Drum	Cymbals
Squeeze Drum	Dumbeck	Tambours
Snare Hand Drum	Rhythm Eggs	Selection of Beaters
Double Guiro	Variety of Shakers	Claves
Electronic drum kit		

Tuned Instruments

Keyboards	Recorders	Chime Bars
Glockenspiels	Xylophones	Metallophones
Guitar	Slit Drums	

There are also numerous books, cassettes and CDs located in the Rainbow Room.