# Faith Primary Academy

# Music Policy

Our school vision is inspired by the bible verse Ephesians 5: 8-9:
**For you were once darkness, but now you are light in the Lord. Live as children of light.**

Faith Primary is a joint Catholic and Church of England Academy. Guided by our Christian ethos we are here to serve the community, helping the children and all involved in the school to reach their full potential in a safe and happy environment.

**"Loving and Learning in the Light of the Lord"**

*Love Generosity Compassion Courage Forgiveness Friendship Respect*

Reviewed: **September 2025** Review date: **September 2027**

## Aims and objectives

At Faith Primary Academy**,** the learning and teaching of Music aims to promote Music as a core subject, taught weekly across the EYFS, Key Stage 1, and Key Stage 2. We believe that Music is an essential part of our curriculum, fostering creativity, self-expression and emotional development.

We strive to develop a sense of excitement and curiosity about natural phenomena, nurturing a love of Music where questioning and an exploratory attitude are at the heart of learning. Using high-quality materials from In Harmony Music, we aim to give all our children an inclusive and inspiring music education that engages all students.

Our Music curriculum is carefully designed to be engaging, progressive, and fully aligned with the expectations set out in the 2014 National Curriculum in England. We are committed to providing outstanding Music teaching and learning opportunities, inspiring every pupil to develop a deep and lasting appreciation for Music. "Sing to the Lord a new song."
*— Psalm 96:1*

Our intent is to deliver a high-quality Music curriculum that:

- **Engages Creativity**: We foster a sense of creativity and self-expression through individual and collaborative music-making experiences, allowing children to explore different musical genres, cultures and styles.
- **Promotes Understanding**: Our curriculum is designed to ensure that all pupils develop a strong understanding of a wide range of musical styles from diverse cultures.
- **Develop musical skills**: We aim to ensure that our children will acquire the skills to perform, listening and compose music effectively. This encompasses developing an understanding of musical notation, rhythms, and the elements of music theory.
- **Show progression:** Children will have the opportunity to progress in their musical knowledge from Key Stage 1 through to Key Stage 2.

## Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's academy trust governance guide.

## Roles And Responsibilities

### Governors

- Ensure that Music remains a priority within the school curriculum and meets the requirements of the National Curriculum.
- Monitor and review the implementation and impact of the Music curriculum through regular reports and updates from school leaders.

- Support and challenge leadership to ensure high-quality Music teaching and learning across all year groups.
- Ensure aims and objectives which reflect the school vision and indicate how the needs of individual pupils will be met.

**Leadership**

- Provide a clear vision for Music at Faith, ensuring it is promoted as a core subject.
- Oversee the planning, delivery, and assessment of Music to ensure progression and coverage in line with the National Curriculum.
- Support the Music subject leader in monitoring standards, analysing data, and identifying areas for improvement.
- Ensure that staff have access to high-quality resources and professional development, including the effective use of In Harmony Music materials
- Celebrate and promote a culture of curiosity, enquiry, and scientific thinking across the school community.
- Ensure high quality provision is in place for pupils with different abilities and needs, including pupils with SEND.

**Staff**

- Plan and deliver engaging and challenging Music lessons that inspire curiosity and develop children's understanding of the world.
- Use In Harmony music resources effectively to ensure progression and full curriculum coverage.
- Create a safe, stimulating learning environment where children feel confident to ask questions, investigate and explore scientifically.
- Assess pupils' progress in Music regularly, using this to inform planning and next steps for learning.
- Take part in relevant training and CPD to develop subject knowledge and share good practice with colleagues.
- Promote a positive attitude to Music, encouraging pupils to think critically, ask questions, and develop a lifelong love of scientific enquiry.

**Organisation and Planning**

Teachers in Key Stage One and Key Stage Two follow the In Harmony music materials.

The children study topics relating to the four main themes:

- Performing
- Composing
- Listening and Appraising
- Understanding Music

Each topic is revisited at different levels as the children progress through the school.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| EYFS | Unit A | Unit B | Unit C | Unit D | Unit E | Unit F |
| Year 1 | Unit A | Unit B | Unit C | Unit D | Unit E | Unit F |
| Year 2 | Unit A | Unit B | Unit C | Unit D | Unit E | Unit F |
| Year 3 | Unit A | Unit B | Unit C | Unit D | Unit E | Unit F |
| Year 4 | Unit A | Unit B | Unit C | Unit D | Unit E | Unit F |
| Year 5 | Unit A | Unit B | Unit C | Unit D | Unit E | Unit F |
| Year 6 | Garageband | Soundscape composition | Traditional Chinese music and dance. | Songwriting | Songwriting – performance. | Exploring music from other cultures. |

All children are encouraged to develop and use a range of skills including planning investigations, predicting how things will behave, observing, analysing results and rationally explaining the results. Speaking and listening encourages children to explore scientific vocabulary but also share and develop ideas with others. An emphasis is placed on working scientifically and we therefore, adopt a very practical approach to teaching and learning in this subject where possible.

See our EYFS policy for information on how our early years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all children.

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving. Staff 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.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

Monitoring and Review

As part of an ongoing monitoring cycle, we examine the impact of our curriculum to ensure appropriateness and relevance, through learning walks, pupil voice exercises, work scrutiny and teaching and learning observations. This helps ensure our Music curriculum time is used effectively in all classes.

The coordination and planning of the Music curriculum are the responsibility of the subject leader, who, alongside the leadership team:

- Supports colleagues in their teaching, by keeping informed about current developments in Music and providing a strategic lead and direction for this subject.
- Regularly monitors the subject and attends CPD.

• Ensures there is appropriate training for all teaching staff.
• Uses specially allocated management time to review evidence of the children's work and observe Music lessons across the school.
• Quality of teaching and learning in Music is monitored and evaluated by the leadership team and subject lead as part of the school's agreed cycle of lesson observations.
• Each half term, a lesson overview is shared with parents/carers.

This policy will be monitored by the Music Lead in the following ways:

- Books
- Governors- Lead governor
- Pupil Voice
- Observations
- Parent consultations
- Musical performances

Assessment

At Faith we use a range of formative and summative assessment. Formative assessment strategies will be employed to continuously monitor pupils' progress and aid in identifying areas for improvement. Prior knowledge is assessed at the start of each unit giving children the opportunity to recall key vocabulary and knowledge from a previous unit.

This allows the teacher to plan accordingly ensuring that knowledge that needs to be revisited is so and to ensure that misconceptions are addressed. Children are assessed at the end of each unit in the form of a quiz or written task which demonstrates children's progress in that unit. In terms of working scientifically, children use the self-assessment TAPS wheel that identifies each key skill and the date that skill was covered in the lesson.

Links with other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report