

**MUSIC POLICY**  
**September 2025- 2026**

**Subject Leader:** Lisa Thompson

**Review Date:** September 2026



## **Rationale**

Music is woven into our daily lives both as children and as adults. We believe that through learning the different genres of music the children at Dovers Green School will be inspired to experiment and to communicate their uniqueness with others through music. We believe that music must be an all-inclusive, fun and enjoyable way for the children to access all areas of the National Curriculum. They will develop their personal self-esteem and creativity through participation in singing, playing musical instruments and expressing their feelings about the music through dance. Through these activities the children will also learn to recognise and acknowledge all forms of emotional response.

## **Aims**

That each child should:

- Develop their skills in four key areas; singing, listening, musicianship and composition.
- Develop a shared knowledge and understanding of the origin, tradition, history and social context of the music they listen to.
- Experiment with a variety of tuned and untuned instruments including voice, to develop; their understanding of musical terms, their knowledge of different instruments and their performance skills.
- Perform to a wider audience within the school community.
- Have an opportunity to develop their composition skills, inventing different rhythm and pitch patterns.

## **Teaching Strategies and Planning**

- A class teacher to teach music through blocked weeks.
- To incorporate the appropriate skills and knowledge of music into other subjects wherever possible, to build links and deeper understanding.
- To use the teacher resource materials available, including the glossary, case studies and the new Model Music Curriculum.
- To enable all children to participate in: singing, chanting, playing instruments and free movement as an expression to music.
- For the children to perform to their peers.

## **Equal Opportunities**

The National Curriculum secures for all children, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning to develop knowledge, understanding, skills and attitudes necessary for self-fulfilment and development as active and responsible citizens.

The four main purposes of the National Curriculum are:

- to establish an entitlement
- to establish standards
- to promote continuity and coherence
- to promote public understanding

## **Special Educational Needs**

Provision for special needs in music will be in line with the Special Needs and Disability Policy. This includes the three principles for inclusion:

- setting suitable learning challenges

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils

### **Assessment and Record Keeping**

Pupils should be involved in assessing their own work, recognising their strengths and areas for development. Teachers assess children's learning and how it has progressed against the skills within the National Curriculum. The information gathered from these assessments informs the action plan for the following year.

In the Foundation Stage, children's progress in music is monitored through the Early Years Foundation Stage Profile (as part of the Being Imaginative and Expressive Early Learning Goal). At the end of Foundation Stage children will be judged to be emerging or expected against this Early Learning Goals which is conveyed to the LA and to the appropriate Key Stage 1 teacher to assist in future planning.

### **Foundation Stage**

Children in the Foundation Stage will be exposed to music in various ways across all areas of learning. They will experiment with different ways of making sounds in their environment, discovering the control and variation of sounds made with their voices and listening to a variety of sounds made by musical instruments. The children will participate in performing music as individuals and in large or small groups.

### **Resources**

Musical instruments boxes in each year group with instruments in each of their outside areas and a whole school resource box for whole class teaching. CD's and books will be kept in the cupboard in the hall.

This curriculum policy should be read in conjunction with our:

- Teaching and Learning Policy
- EYFS Policy
- SEND Policy
- Health and Safety Policy
- Equal Opportunities Policy
- Assessment Policy
- Inclusion Policy