



Simonside Primary School
Music Policy

RATIONALE

At Simonside Primary School we strive to cultivate a real enjoyment of music for its own sake and the related mental wellbeing benefits that music can have. Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations. We also aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We believe that having a good knowledge and understanding of music can enable children to use music as another language; a way of expressing themselves and understanding others.

AIMS

- Children will have a rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- Children's musical understanding is underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Children will have good awareness and appreciation of different musical traditions and genres.
- Children will have an excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- Children will have the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- Children will show a passion for and commitment to a diverse range of musical activities.

INTENT

At Simonside Primary School our intention is to provide a rich, inclusive, and inspiring music curriculum that enables all children to develop a love for music and grow in confidence as musicians.

We aim to:

- Nurture creativity and self-expression through practical music making.
- Provide a broad and balanced music education that includes listening, composing, performing, and appraising.
- Develop pupils' understanding of musical elements and vocabulary.
- Expose children to music from different cultures, traditions, genres, and historical periods.
- Provide opportunities for performance, collaboration, and enjoyment.
- Prepare pupils for further musical learning in Key Stage 3 and beyond.

IMPLEMENTATION

At Simonside Primary School music is taught throughout the school, establishing cross curricular links where possible. The predominant mode of working is as a whole class, although opportunities will be available for input to small groups and individuals. There is direct teaching and also occasions to explore and experiment with sounds and instruments. Teachers also offer guidance and support whilst encouraging creativity. As well as music lessons in class, children are given the opportunity to listen to a

range of music at the beginning and end of our assemblies and hymns are sung during some of our assemblies. There are regular whole school assemblies which include song learning and music appreciation. Music is also played in class during independent work for some lessons when appropriate e.g. creative writing.

IMPACT

The impact of our music curriculum is reflected in the enthusiasm and engagement of our pupils.

We assess the impact through:

- Pupil voice: children can articulate what they have learned and express enjoyment in music.
- Recordings of performance and composition work.
- Informal teacher assessments during and at the end of units, focusing on key knowledge and skills.
- Participation in musical events, performances, and extracurricular activities.
- Evidence of progression in musical understanding, creativity, and technical skill across year groups.
- Feedback from staff and pupils following performances and workshops.

Ultimately, we strive for our pupils to leave primary school with positive musical experiences, an appreciation for a wide range of music, and the confidence to continue engaging with music in future education and life.

FOUNDATION STAGE

In Early Years, Music is valued as an important aspect of developing a child's activity. In addition, it also helps to develop other important features of their holistic attitude to learning. The children should have the opportunity to explore the sounds of instruments and should have the opportunity to make instruments from everyday materials. Singing is the most natural way of making music and the young child's musical ability will develop when they have regular opportunities to learn a repertoire of rhymes and songs and listen to a range of music. Children are encouraged to listen to a variety of music in order to improve their listening skills and through moving music in order to improve their listening skills and through moving to music where appropriate, their co-ordination will improve.

AT SIMONSIDE PRIMARY SCHOOL KS1 CHILDREN WILL HAVE THE FOLLOWING BREADTH OF STUDY:

- Use their voices expressively 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.
- Make and combine sounds using the inter-related dimensions of music.

AT SIMONSIDE PRIMARY SCHOOL KS2 CHILDREN WILL HAVE THE FOLLOWING BREADTH OF STUDY:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the stave and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

In both Key Stage 1 and 2 children develop music skills through four key concepts. These key concepts form the basis of all teaching. They are taught repeatedly through a range of topics giving both breadth and depth to learning:

- **Perform**

This concept involves understanding that music is created to be performed.

- **Compose**

This concept involves appreciating that music is created through a process which has a number of techniques.

- **Transcribe**

This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.

- **Describe music**

This concept involves appreciating the features and effectiveness of musical elements.

All teachers plan sequences of learning in Music so that they build on prior learning (using the Charanga Scheme of Music). Children of all abilities have the opportunities to develop their skills and knowledge in each unit and through planned progression we offer them increasing challenge as they move up through school. In addition to class music lessons, a music/singing practice is held weekly. In this session Key stage 1 and 2 children are taught basic skills, vocabulary, singing technique and performance skills.

EQUAL OPPORTUNITIES

At Simonside Primary School the curriculum for Music will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the Music Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

TEACHING SEQUENCE IN MUSIC

At Simonside Primary School the teaching of Music follows the **Charanga Original Scheme**, which provides a clear and consistent structure to ensure progressive musical learning. This approach aligns effectively with the **Alex Bedford Pupil Book Study Model** and the **Six Phases of a Lesson**: *Connect, Explain, Example, Attempt, Apply, and Challenge*.

Each Charanga Unit of Work includes the strands of musical learning that correspond with the National Curriculum:

1. Listen and Appraise
2. Musical Activities (including Warm-up Games, Singing, Playing Instruments, Improvisation, and Composition)
3. Performing

By integrating the Charanga structure with the six-phase model, teachers deliver coherent and engaging lessons that promote deep understanding and long-term retention.

1. Connect

Lessons begin by revisiting prior learning and connecting it to new concepts. In Charanga, this often takes place through **listening and appraising** familiar songs or revisiting musical vocabulary and techniques from previous units. This phase reinforces knowledge and prepares pupils to make meaningful links between past and new learning.

2. Explain

Teachers introduce new learning clearly and explicitly, using Charanga resources to model key concepts such as rhythm, pulse, pitch, or notation. Through teacher explanation and the Charanga interactive materials, pupils understand the purpose of the lesson and the skills they are developing.

3. Example

Pupils are shown examples of the new skill or concept in action. This might include listening to a model performance, watching a demonstration on Charanga, or observing the teacher model singing or playing an instrument. This phase provides a clear, high-quality model of expected outcomes.

4. Attempt

Children have the opportunity to practise the new skill in a supported context. This may involve engaging in **warm-up games**, repeating musical phrases, or experimenting with short improvisations. The focus is on building confidence and fluency through guided practice.

5. Apply

Pupils then apply their learning more independently in meaningful contexts such as **playing instruments, composing, or performing**. They use their developing knowledge and skills creatively, working individually or collaboratively to produce music that demonstrates understanding and control.

6. Challenge

To deepen understanding, pupils are given opportunities to refine, improve, and extend their work. This may include performing to an audience, evaluating their own and others' performances, or exploring how musical elements can be altered to create different effects. Teachers provide targeted feedback to encourage higher-level thinking and musical independence.

By mapping the Charanga Original Scheme onto the six-phase model, lessons follow a clear pedagogical sequence that supports **retrieval, progression, and mastery**. This structure ensures that all children engage purposefully in their musical learning and are continually challenged to develop their creativity, confidence, and musicianship.

RESOURCES

At Simonside Primary School there is a range of resources to support the teaching of music across the school. Simonside has access to Charanga and Sing-up online resources. These are accessed with a log-in and password available from the Music Co-ordinator. Through CPD sessions and Music Network Meetings, new resources are found and shared with staff. Specialist resources and equipment are stored in one classroom and should be returned after use.

ASSESSMENT IN MUSIC

Assessment in Music is ongoing and multifaceted, ensuring that all children are supported and challenged appropriately as they progress in their musical learning. Teachers use a range of assessment strategies to build a clear picture of each child's attainment and progress across the curriculum.

Teacher Judgement: Teachers make informed judgements about pupils' musical understanding and skills through their engagement in lessons, participation in discussions, and responses to musical activities. These judgements are based on observations of performance, composition, listening, and appraisal work, as well as pupils' ability to apply prior learning to new contexts.

Start and End Product Performances: Children's musical progress is also assessed through practical performances. Teachers observe and evaluate both the *starting point* of a piece or project and the *end product*, identifying the development of musical skills, confidence, and understanding over time. This process highlights each pupil's ability to refine and improve their work, demonstrating progression in musical technique and expression.

Charanga Lesson Outcomes: The school uses the Charanga scheme to support planning and assessment. Lesson outcomes within Charanga provide clear, progressive learning objectives that guide teacher assessment. Teachers use these outcomes to monitor pupil achievement and ensure consistency in progression across year groups.

In-Lesson Observations: Ongoing, formative assessment takes place throughout lessons. Teachers observe pupils' participation, collaboration, and application of musical concepts. Verbal feedback and reflection are key tools to help children understand their strengths and areas for improvement in real time.

Termly Assessment-Depth of Learning Tracker: At the end of each term, teachers record children's attainment using the Depth of Learning Tracker. This summative assessment tool allows staff to track progress across the year, identify pupils working above or below age-related expectations, and inform future planning and provision.

Evidence of pupil achievement is stored digitally (photos, videos, recordings) and monitored through pupil voice, other monitoring sessions checking evidence, and performance reviews.

PERSONAL DEVELOPMENT

The Music curriculum at Simonside Primary School delivers spiritual, social, moral and cultural development by giving the children a sense of enjoyment and fascination in learning about the world around them through participating actively in musical activities. We promote tolerance through looking at

different people's ideas, creative responses and understanding of different cultures and styles within music. Children discuss and work in the style of, and using the techniques of, a wide variety of musicians.

DIFFERENTIATION

At Simonside Primary School we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. We use Chris Quigley 'Basic, Advancing, Deep' grids in order to tie in planning and assessment together. These grids track children over a Milestone of learning (2 years) and the style of teaching is tailored to the stage that children are at within the milestone.

- More Able Learners

More able learners will be identified as part of our assessment procedures. We will provide for their needs through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we will focus on developing their learning behaviours, including, greater reflection, problem solving and enquiry, making connections, higher order thinking skills and independent learning. The progress of more able learners will be rigorously tracked to ensure more able children reach their full potential.

- SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their Individual Provision Map. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

MONITORING AND EVALUATION

To monitor and evaluate Music the Music subject co-ordinator does the following:

- Purchases and organises the appropriate resources.
- Supports colleagues in the teaching of music.
- Keeps up-to-date on the use of music in the curriculum and regularly attend training for subject leaders held by the LA and feedback new information and ideas to staff.
- Regularly reviews and updates the music Policy and contribute to the school's self-evaluation programme.
- Analyses cross school summative assessment data.
- Purchases, uses and evaluates the impact of the school's music SLA.