



Woodlands Primary School



Music Policy 2025/26
Subject Music
Leader Hannah Hughes

Musical activities at Woodlands, including performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. These activities involve the musical elements of pitch, duration, dynamics, tempo, timbre, texture and structure.

Our music teaching at Woodlands is based on the Charanga Musical School scheme of work which is designed to support both specialist and non-specialist teachers. At Woodlands, this is delivered by Teachers and Teaching Assistants. Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Charanga planning. The scheme adopts an integrated, practical, exploratory and child-led approach and is assessed through evidence gathering which enables teachers to evaluate pupil learning against National Curriculum guidelines. Charanga is a progressive scheme and takes on a mastery approach to learning where children develop new musical skills and concepts as well as revisiting prior learning and embedding previous knowledge. Children are encouraged to have the confidence to partake in all activities and enjoy a vast library of songs, resources and listening activities celebrating the world's greatest music. Our music teaching also draws upon the latest guidance from the Model Music Curriculum (2021). The teaching of music is a two-year rolling program to facilitate the mixed classes in Key Stage 1 and Key Stage 2. Year 3 students have the opportunity to participate in musical tuition provided by Edsential.

EYFS

Music Curriculum Early Years Foundation Stage

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each

stage of development aiming to achieve the Early Learning Goals by the end of their Reception year.

EYFS overview for expressive arts is underpinned by the *belair* early year music books. The strands in music have been mapped out to match the EYFS topics covered through the year and are aimed to show progression, for example, beginning with free play and exploration of different instruments and sounds and ending with references to interrelated dimensions of music.

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.

- Explore and engage in music making and dance, performing solo or in groups.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.

Music is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in National Curriculum 2021:

Key Stage 1

- 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

- Sing and play musically with increasing confidence and control.
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

Extra Curricular Activities

We aim to celebrate our music in the local community again, with visits to Astbury Lodge and Cheshire Oaks. Children in the juniors are given the opportunity to develop musical skills and learn a musical instrument alongside professional tutors. Mrs Barrett and Mrs Gati will be running an after school choir club in the autumn term.

Role of the Music Coordinator

- Endeavour to promote a dynamic approach to the development of music ensuring that music has a high profile at the School.
- To update and administer school music curriculum and oversee its implementation by other staff.
- Keep up to date with developments in music through reading and course attendance etc.
- Report back on courses attended.
- Encourage staff to go on appropriate in-service courses.
- Advise and support staff with music.
- Be responsible for overall cataloguing, storage, purchase and upkeep of all school music resources and facilities. To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required (outlining the aims, objectives and philosophy involved in music)
- To organise concerts for children to attend and organise concerts and workshops for children in school.
- Coordinate extra-curricular music activities as appropriate to staffing and pupil interest
- Represent the school at external meetings in relation to music.

Health and Safety

- Instruments are put away carefully after each session unless on display or in use the music area.

- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.
- Woodlands Primary School are constantly informed by government guidance in relation to teaching music safely during the Covid19 Pandemic. Special considerations are given when singing and playing wind instruments in the classrooms.