



# Griffin Primary School

## Music Policy



1	Summary	Music Policy			
2	Responsible person	Sarah Stephenson			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Louise Pitts			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 14.11.25			
8	Version number	3.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2025			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Aims and Objectives

The National Curriculum states that 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 to listen with discrimination to the best in the musical canon.

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the great composers and musicians.
- Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## 2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is rooted in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.



### **3. Music Curriculum Ambition**

Our ambition is to stimulate creativity and promote self-expression through music.

- Pupils appraise a wide variety of music from different genres, cultures and eras using musical terminology.
- Pupils use their voices in an expressive way.
- Pupils become proficient in playing tuned and untuned instruments musically and understand basic notation.
- Pupils can improvise pieces of music and compose using their voices and instruments.
- Pupils have confidence to perform pieces in solo and ensemble contexts.

### **4. Music Curriculum Implementation**

The implementation of the Music curriculum is through a number of elements, outlined below:

- LTP
- Subject schemes of work
- Year group schemes of work
- Curriculum knowledge
- Sticky Knowledge
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning – Remember when
- Assessment
- CPD
- Hull Music Service – Wider Opportunities and small group tuition

### **5. Music Curriculum Impact**

- Outcomes of pupils in each year group.
- Pupils to be exposed to various genres of music through daily listening and their planned weekly lessons - forming an opinion on music, appraising it confidently using vocabulary appropriate for their year group.
- Pupils to build on previously learnt skills and vocabulary each year, implementing what they already know.
- Pupils to understand the different genres of music.
- Pupils to know how to improvise and compose music.
- Pupils to develop self-confidence and perform their pieces of music.

### **6. Curriculum Planning**

Music is a foundation subject in the National Curriculum. As a school, Griffin uses the Charanga scheme as a basis for teaching music, which uses the objectives from the National Curriculum. Use of the scheme ensures that a variety of genres and skills are taught, while showing progression throughout the school.



Hull Music Service is used to provide whole-class weekly teaching of a brass instrument to Year 4 pupils. The service is also used to teach small group tuition in the ukulele or guitar in upper Key Stage 2.

The long-term plan maps out the units covered in each term during the key stage. This is used to inform the schemes of work for each Music unit. These are written by the subject leader in consultation with SLT and other members of teaching staff to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in Music so that the children are continuously building on previously learnt skills as they journey through the school. They are also planned to ensure that children receive a balance of vocal and instrumental skills throughout their education, and to ensure that the complexity of musical skill and vocabulary increases.

## **7. Music Provision across the school**

### **EYFS**

Music teaching in the Foundation Stage is based on Early Learning Goals (ELGs) set out in the Early Years Foundation Stage Framework (EYFS). Music is categorised within the Specific Area of Learning 'Expressive Arts and Design'. Children have plenty of opportunities to sing through their day-to-day learning, but also as discrete music activities. They also learn to experiment with sounds, making music, moving to it and changing it to show expression. Music is used as a way of sharing their thoughts and feelings in EYFS and children also develop the ability to share what they have created with their peers.

EYFS also use the Charanga programme and begin to introduce appraisal related language, discussing what they do and do not like about a piece of music.

### **Key Stage 1**

As pupils continue into Key Stage 1, they build upon the prior knowledge gained in EYFS. They are taught music on a weekly basis and are introduced to musical vocabulary linked to specific genres. They begin to play untuned instruments musically and will sing ensemble, before learning to compose simple pieces of music as a class. Pupils continue to use songs and rhymes across subjects where this is appropriate such as counting songs in maths. They also have the opportunity to learn songs for a Christmas performance to the school and parents. Each week pupils listen to and appraise music from a wide range of genres to enhance their knowledge.

### **Key Stage 2**

Pupils continue to develop their understanding of musical terminology in Key Stage 2 and are introduced to simple notation which become increasingly more complex as children move through to Upper Key Stage 2. Children are expected to use instruments rhythmically and musically, composing ensemble and solo where appropriate. Each week pupils listen to and appraise music from a wide range of genres to enhance their knowledge.



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## **8. Assessment of Music**

Teachers will assess the attainment of the children based on observations made during lessons. Photos of learning, and recordings of progression and final pieces will be uploaded onto the shared area in class folders.

## **9. Resources**

Griffin has a designated cupboard where music resources are stored which includes glockenspiels, guitars, ukuleles, recorders, percussion instruments and books. As a school we also invest in the Charanga scheme which provides the online learning resources and lessons for teachers, and use Hull Music Service to provide professional tuition for groups of children.

Weekly music resources are also created by the subject lead and shared with all year groups from EYFS to Year 6 for weekly appraisal of various genres. The music from this genre is played into and out of Monday assemblies.

## **10. Role of the Subject Co-ordinator**

It is the responsibility of the subject co-ordinator to write the LTP and schemes of work for each Music unit. The subject co-ordinator will also monitor the standards of children's work and the quality of teaching and learning in Music. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Music across the school, pupils are interviewed to gain an insight into the subject.

The subject co-ordinator produces an annual action plan for the development of Science and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject co-ordinator will also produce and narrate a presentation about their subject for the Governors bi-annually.

This policy will be reviewed every two years.