



# **Matlock Bath Holy Trinity CofE Primary School**

## **Music Policy**

**November 2025**

**Review date: November 2026**

***"Let us run the race before us and never give up"***  
***Hebrews 12:1***

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## Statement of intent

*“Music is a universal language that embodies one of the highest forms of creativity”  
National Curriculum 2013*

Matlock Bath Holy Trinity Primary School understands that music can inspire and motivate children and play an important role in their personal and spiritual development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

Our vision is ***“Let us run the race before us and never give up” Hebrews 12:1***

Music itself brings people together. Any individual can observe this by going to a concert or a popular band. Most large cities throughout the world host touring pop-stars in a variety of musical genres that fill 200 seat pubs to 50,000 seat sports stadiums. Large musical festivals can host thousands of people to over a million depending on the location and line-up. Attenders are from all walks of life with different religious beliefs and worldviews.

To highlight the unity that music can create, one of the most successful and worshiped entertainers of all time, Michael Jackson penned the lyrics to the song “We Are The World”:

We are the world,  
We are the children  
We are the ones who make a brighter day  
So let's start giving  
There's a choice we're making  
We're saving our own lives  
It's true we'll make a better day  
Just you and me

Matlock Bath Holy Trinity Primary School delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## **1. Legal framework**

1. This policy has due regard to statutory guidance, including, but not limited to, the following:
  - DfE (2013) 'Music programmes of study: key stages 1 and 2'
  - DfE (2017) 'Statutory framework for the early years foundation stage'

## **2. Roles and responsibilities**

1. The subject leader is responsible for:
  - Preparing policy documents, curriculum plans and schemes of work for the subject.
  - Monitoring the learning and teaching of music, providing support for staff where necessary.
  - Ensuring the continuity and progression from year group to year group.
  - Encouraging staff to provide effective learning opportunities for pupils.
  - Helping to develop colleagues' expertise in the subject.
  - Organising the deployment of resources and carrying out a regular audit of all music-related resources.
  - Liaising with teachers across all phases.
  - Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
  - Leading staff meetings and providing staff members with the appropriate training.
  - Organising, providing and monitoring CPD opportunities in the subject.
  - Ensuring common standards are met for recording and assessing pupil performance.
  - Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities and enhanced provision / challenge based learning.
    - Collating assessment data and setting new priorities for the development of music in subsequent years.

### **1. The class teachers are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to

parents.

- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

## **2. The special educational needs coordinator (SENDCO) is responsible for:**

- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of musical objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

## **3. Early years foundation stage (EYFS)**

All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year.

All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to the ELG – being imaginative and expressive, which enables children to:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## **4. National curriculum**

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum.

In **KS1**, pupils will be taught to:

- 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.

In **KS2**, the focus for music will be to teach pupils to sing and play musically with increasing confidence and control. They will be able to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In KS2, pupils will be taught to:

- 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.

## 5. Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas. Opportunities will be identified by the subject leaders and by the KS2 teacher. Collective worship will provide additional opportunities for links. Skills are practised and reinforced in challenge-based learning / enhanced provision.

### English

Pupils develop their reading and writing skills through learning to read and interpret written music. Pupils develop their language skills through singing songs, with alteration to diction, meaning, rhythm and rhyme. Pupils develop their communication and listening skills through learning to listen to and interpret music and communicate their ideas effectively. Pupils develop their research skills through discovering the history of music and famous composers.

### Mathematics

Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

### ICT

Pupils learn to use technology to compose music, and enhance their research skills through the internet and CD ROMs. Pupils listen to music electronically and record compositions electronically. Pupils are able to present their work using programs such as Word and PowerPoint.

### Religious Education, collective worship and Spiritual, moral, social and cultural development

Pupils learn to work effectively with their peers and others, and build positive relationships. Children practise and sing a variety of songs and hymns. Children leave school with a rich singing heritage, including Christian repertoire, which can be built on in their later life. Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances. Children perform in Church at Harvest, Christmas and Easter.

Music is used in creating the right atmosphere for worship and reflection to occur. Pupils learn to reflect on mood and senses through listening to and interpreting music. Children listen to variety of music when entering worship.

Pupils develop an understanding of other cultures and develop positive attitudes through

appreciating music from other societies.

## 6. Teaching and learning

- Music lessons are delivered once a week using the Charanga resource.
  - Singing, including hymn singing, is delivered to the whole school once a week.
- The musical progression through KS1 and KS2 is demonstrated in the sequence below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.
- Teaching of music is delivered by specialist teachers in KS2.
  - Some pupils access piano sessions taught by a peripatetic teacher.
  - Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
  - Lessons focus on a wide range of musical skills and understanding, including the following:

Singing in tune and alongside others

Structure and organisation of music

Appreciating different forms of music

Listening to music, progressing to extended pieces of music as pupils move through year groups

Representing feelings and emotions through music

Recognising pulse and pitch

Using the voices of others to combine and make different sounds

Musical notation and how to compose music

1. The class teacher, in collaboration with the subject leader, will ensure that the needs of all pupils are met by:

- Setting tasks which can have a variety of responses.
- Providing resources of differing complexity, according to the ability of the pupils.
- Setting tasks of varying difficulty, depending on the ability group.
- Utilising teaching assistants to ensure that pupils are effectively supported.

Focus is put on the development of a deep structural knowledge and the ability to make connections, with the aim of ensuring that what is learnt is sustained over time.

Core knowledge has been identified by the subject leader for each year group, and flashcards are regularly used by all staff to ensure this knowledge is secure for all pupils.

Key vocabulary has been identified by the subject leader for each year group.

## 7. Planning

The Charanga Musical School Scheme uses the Model Music Curriculum to provide teachers with week-by-week lesson support for each year group in the school. Teachers use the lesson plans, assessment, clear progression and whiteboard resources to support lessons. The Scheme supports all the requirements of the national curriculum.

Each lesson in the Scheme is designed to last for one hour but can be taught in 45 minutes if there are time constraints.

Listen and appraise 20 minutes, musical activities 25 minutes, perform / share 15 minutes.

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

Listening and Appraising

Musical Activities

Warm-up Games

Optional Flexible Games

Singing

Playing instruments

Improvisation

Composition

Performing

Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Teachers are responsible for reviewing and adapting plans taking into account pupils' needs and identifying the methods in which topics could be taught.

In the school, music is taught both as a discrete lesson and as part of cross-curricular themes when appropriate.

Teachers will use the key learning content in the DfE's statutory guidance 'Music programmes of study: key stages 1 and 2', published in 2013.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

## **8. Assessment and reporting**

Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.

From Reception to Year 6, learning consists of six half-termly Units of Work. Each Unit consists of a Baseline quiz and an End of Unit quiz, which teachers use alongside the assessment documentation in the Charanga resource.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

1. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

## **9. Musical events and opportunities**

Pupils are encouraged to participate in additional musical opportunities to enhance their learning and development. The school ensures that if families, especially those entitled to pupil premium funding, wish to participate in additional opportunities, support with costs are offered.

All pupils perform in Holy Trinity Church in services: Harvest, Easter and Christmas and others where arranged.

Our school choir proudly performs in the incredible Young Voices concerts—a fantastic opportunity for our young singers to shine!"

## **10. Resources**

The subject leader is responsible for the management and maintenance of musical resources.

Classrooms containing musical resources are stored away whenever not in use.

The school library contains an array of resources and topic books to support pupils' research.

Musical equipment and resources will be easily accessible to pupils during lessons.

The subject leader will undertake an audit of musical equipment and resources on a regular basis.

## **11. Equal opportunities**

All pupils will have equal access to the music curriculum. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

Matlock Bath Holy Trinity Primary School aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to and interpreting extended pieces of music, and research of a musical nature.

## **12. Adaptations for SEN**

Learning opportunities will be provided for children of a wide range of abilities and care



will be taken to match the challenge of the task to the needs of the child. Music is a highly inclusive subject, which promotes the enjoyment of music and encourages all children to fully engage in a variety of musical challenges, including playing instruments. Music is taught to all children, whatever their ability or individual needs. Music forms part of the school curriculum to provide broad and balanced educational experiences for all children.

We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.

### **13. Monitoring and review**

This policy will be reviewed on an annual basis by the subject leaders. The subject leader will monitor teaching and learning in the subject at Matlock Bath Holy Trinity Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education. A named member of the governing body is briefed to oversee the teaching of music and meets regularly with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff.