

# Hanley St Luke's Church of England Academy

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## MUSIC POLICY

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Date last reviewed	July 2025
Next review date	July 2026
Subject lead	Sam Clarke
Governor/Committee (where applicable)	For Statement of Principles Full Board

### Our Vision:

**Jesus said: 'I have come that they may have life and have it to the full.'**

**Promoting *life-long learning***

**Developing *life-giving relationships***

**Exploring *life-enhancing faith***

**Inspiring *life-enriching aspiration***

This policy outlines the teaching, learning, organisation and management of music at Hanley St Luke's C of E Primary Academy.

### At Hanley St Luke's our Mission is to:

- Promote Christian belief and practice and to encourage the moral and spiritual development of all people in our school.
- Develop in each person a sense of self-worth and the necessary qualities to become a full and valuable member of British society
- Encourage the full academic potential of each child.
- In our school we promote honesty, courtesy, kindness, perseverance and respect. We celebrate all our many differences and diversity, believing each individual is special and valued by God.

## Music Policy

### Introduction:

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It is also important in helping children feel part of a community.

### **Threshold Concepts**

These are the key aspects of Music chosen to build conceptual understanding within the subject and are repeated many times over the course of the primary curriculum and beyond.

- **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 listening to and appreciating the features and effectiveness of musical elements.

### **Teaching and Learning Music**

At Hanley St. Luke's, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children.

Children are given the opportunity to discover, explore and develop technical skills through practical music lessons. Music lessons are timetabled for each class. This involves both whole class and small group activities.

We aim to meet as far as possible the requirements of the National Curriculum. Pupils' understanding of music will be developed through activities which bring together the requirements of the threshold concepts through performing, composing, listening and appraising.

Children are taught to recognise the musical elements of:

- duration
- dynamics
- pitch
- tempo
- timbre
- texture

Children are taught to make music together, to understand musical notation, and to compose pieces. They are also taught to sing and play in time controlling the sound and pace. They are taught different ways to represent sounds graphically and symbolically.

### **Planning and provision for music**

Each teacher is responsible for linking the progression to the needs of their class and the topics covered in the creative curriculum. Teachers further ensure that their lessons cater for the learning needs of all children and allow for pupil progression.

Music is linked to the Model Music Curriculum and also takes on board the National Plan for Music.

In FS, music is taught through the EYFS expressive arts and design curriculum.

In KS1 and KS2 music is planned and taught, either through the topic, units taken from BBC Ten Pieces, TES or using units from Charanga. There is also a digital unit linked to computing. All teachers have been provided with a login for "*Charanga Musical School*," an online platform that introduces the children to a range of different genres of music.

"*Charanga Musical School*" provides children with the opportunity to listen and appraise different pieces of music, sing, perform and compose pieces of music and explore different genres and composers.

Whole-class ukeleles is being taught in Year 4 for 2 terms (alternate weeks). In Year 5, the children take part in whole class instrumental teaching, learning to play the recorder. This is for 2 terms (alternate weeks). There is an emphasis on notation within these lessons.

The school has a music subject leader, who is available to offer support and guidance to other teaching staff relating to planning and teaching within music.

The overall progression of skills we aim to achieve through our Music curriculum is detailed below:

	To perform	To compose	To transcribe	To describe music
Year 1 and 2	Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.	Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.	Use symbols to represent a composition and use them to help with a performance.	Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.
Year 3 and 4	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.	Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical staff. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.
Year 5 and 6	Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).	Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical staff. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch; dynamics; tempo; timbre; texture</li> <li>• lyrics and melody; expressive</li> <li>• sense of occasion</li> <li>• solo; rounds; harmonies; accompaniments</li> <li>• drones; cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context</li> </ul> describe how lyrics often reflect the cultural context of music and have social meaning

## Assessment

See-saw is used to evidence music each lesson, in the form of photos or videos. The Music Lead has access to this evidence for regular monitoring and to ensure continuity, coverage and progression throughout the school and Key Stages.

## Additional music teaching

Peripatetic music teaching is organised by the City Music Service. Parents who want their children to benefit from the scheme purchase or hire the instruments. The music lesson fees are paid by school therefore giving children the wonderful opportunity of learning an instrument. These lessons are normally taught to small groups of children either after school, at lunchtime or during normal lessons. Instruments to be learnt include violin, cello, recorder, flute, clarinet and a variety of brass instruments.

## Resources

There are sufficient resources for all music-teaching activities in the school. We keep most resources for music in a central store. New stock is ordered when necessary according to needs of each year group.

## Opportunities for live music

One of the main methods employed to help children to access and engage with music in school is singing.

• Listening & Appraising — Three times a week the whole school meets for Collective Worship/Celebration Worship. The session has an opportunity for quiet reflection at the start and end.

Once a week, the whole school meets together for Singing Worship. During this time, a composer or style of music is introduced and the children have the opportunity to hear their music in class and around school, e.g. Beethoven or Jazz. Also, during this time the children have the opportunity to learn a variety of religious songs and different singing techniques are used with the children.

- School entertainments — At Christmas time, FS and K.S.1 and K.S.2 take part in musical performances of some kind. At other times throughout the year e.g. Harvest, Easter and group sharing assemblies, year groups or the whole school get together to provide appropriate musical entertainment.
- At Christmas time, the choir get together to sing carols at local events. The choir also takes part in the annual Young Voices concert at the World Resort Arena in Birmingham, with thousands of other school children. They also take part in a Spring Concert with some of the schools instrumentalists. They take part in 'Stoke Gotta Sing', an opportunity to showcase their singing alongside other local schools.
- Our school choir is for any children in Y4-6 who enjoy singing. The primary aim of the choir, is to enable children of all musical abilities to sing a variety of songs together, performing them to the school on a number of occasions throughout the year, for example at the Spring Concert.
- Children who learn to play instruments with peripatetic teachers are encouraged to take part in the Spring concert and in ensembles provided by City Music Service. Children who access recorder lessons take part in the local Recorder Festival alongside lots of other schools.
- At the end of the summer term we put on a musical extravaganza either a Musical Mashup or in a show production such as The Lion King, Madagascar or Matilda.
- Each year professional musicians are invited into school to give concerts and workshops. They cover a wide range of musical styles. This includes 'Key Strings' who explore the different elements of music. The Halle Orchestra have also worked with groups of children and some of the children have taken part in a guitar workshop.

### **Equal Opportunities**

The full range of activities in Music will be made available to all children, irrespective of race, gender or physical disabilities. Any children who are identified as having special needs are given the help they require. Where children have a degree of physical, sensory or behavioural difficulties they are encouraged to participate in activities with help from others or modified resources. A range of approaches will be used and incorporated into our Music activities. This will allow all children to develop their potential according to age and ability.

### **Roles and Responsibilities**

The Music Subject leader will be responsible for:

1. Ensuring progression of skills throughout the school
2. Ensuring the effective teaching of Music throughout the school.
3. Auditing, organising and purchasing Music resources
4. Offering support and advice on possible teaching activities to all staff

### **Health and Safety**

Children are always encouraged to use instruments carefully and safely at all times and store them in the appropriate place. Instruments are cleaned thoroughly before giving to new pupils.

#### Review

This Policy will be reviewed in July 2026.

Signed: Mrs S. Clarke

Date: July 2025



