

Hanley St Luke's Church of England Academy

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MUSIC POLICY

Date adopted	November 2019
Date last reviewed	July 2026
Next review date	July 2027
Subject lead	Sam Clarke
Governor/Committee (where applicable)	For Statement of Principles Full Board

Our School Vision:

"I have come that they may have life and have it to the full."
(John 10:10)

Our Mission:

At Hanley St Luke's, we are rooted in love and guided by faith. We nurture every child to live life to the full. By showing *honesty, courtesy, kindness, perseverance, and respect*, we create a safe, supportive, and inclusive environment where every child can grow academically, spiritually, and emotionally.

Our school is committed to nurturing a community built on strong Christian values, where every child is encouraged to grow both personally and academically. Through honesty, we promote truthfulness and trust; through courtesy and respect, we foster a culture of care and understanding; through kindness, we encourage compassion and forgiveness; and through perseverance, we inspire resilience and determination. Guided by these values and the teachings of Scripture, we aim to create a safe, supportive environment where all members of our school community can flourish and become thoughtful, responsible individuals.

Honesty

"You must be truthful with each other, because we are all part of the same body."

Ephesians 4:25

Courtesy

"Show proper respect to everyone, love others, honour God."

1 Peter 2:17

Kindness

"Be kind and compassionate to one another, forgiving each other, just as God forgave you."

Ephesians 4:32

Perseverance

"Let us not become tired of doing good. At the right time we will gather a harvest—if we don't give up."

Galatians 6:9

Respect

"In everything, do to others what you would want them to do to you."

Matthew 7:12

Music Policy

Introduction:

Music supports our school vision by providing opportunities for children to express themselves creatively, work collaboratively, develop perseverance and confidence, and experience a sense of belonging through shared musical experiences.

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 that underpin pupils' conceptual understanding of the subject. They are revisited and progressively developed throughout the primary curriculum and beyond.

- **Perform:** This concept involves understanding that music is created to be performed. Pupils develop their ability to sing and play instruments individually and as part of an ensemble, developing accuracy, expression and confidence.
- **Compose:** This concept involves understanding that music can be created through a process involving musical ideas, choices and a range of techniques. Pupils develop their ability to create, improvise, arrange and structure musical ideas.
- **Transcribe:** This concept involves understanding how musical ideas can be represented and communicated using musical notation and other forms of musical representation. Pupils develop their ability to read, write and interpret musical symbols and notation.
- **Listen and Appraise:** This concept involves listening to and responding to music from a range of genres, cultures and historical periods. Pupils develop their ability to identify,

describe and discuss musical elements, features, instruments and the effect of music on the listener.

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, transcribing, listening and appraising.

Children are taught to recognise and understand 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 ensuring that music teaching builds on prior learning and meets the needs of all pupils within their class. Teachers ensure that lessons provide appropriate challenge and support, enabling pupils to make progress in their musical knowledge, skills and understanding.

Music is planned and taught in accordance with the National Curriculum for Music and is informed by the Model Music Curriculum and the National Plan for Music Education.

In EYFS, music is taught through the Expressive Arts and Design area of the EYFS curriculum, providing children with opportunities to explore sound, rhythm, singing, movement and musical expression.

In KS1 and KS2, Charanga Musical School is used as the school's music scheme to support the planning and delivery of the music curriculum. Charanga provides a structured and progressive approach to developing pupils' musical knowledge, skills and understanding. It provides opportunities for pupils to listen and appraise music, sing, perform, compose and improvise, while exploring a wide range of musical genres, styles and traditions.

All teachers have access to Charanga Musical School and use the scheme to support the delivery of high-quality music lessons and ensure progression across the school.

In Year 2, pupils receive whole-class glockenspiel tuition for two terms, taught on alternate weeks. These lessons develop pupils' practical musicianship, including performing, ensemble skills, rhythm, pitch and the use of musical notation.

In Year 3, pupils receive whole-class recorder tuition for two terms, taught on alternate weeks. There is a particular emphasis on developing instrumental technique, ensemble performance, listening skills and the reading and application of musical notation.

In Year 5, pupils study the Hip Hop unit, using YuStudio as a digital platform to support their learning. This provides pupils with opportunities to explore the characteristics and development of Hip Hop, as well as to create, perform and record their own musical ideas using digital technology.

The school has a Music Subject Leader, who is available to offer support and guidance to teaching staff in relation to the planning, delivery and assessment of music. The subject leader also monitors the implementation of the music curriculum and supports the development of music provision across the school.

The progression below sets out the knowledge, skills and understanding pupils are expected to develop across the four threshold concepts as they move through the school.

Year Groups	Perform	Compose	Transcribe	Listen and appraise
Years 1–2	Sing simple songs with developing pitch accuracy. Play percussion and classroom instruments, maintaining a steady pulse and simple rhythms. Perform to others with growing confidence.	Create simple sound patterns and musical responses using voice and instruments. Improvise and compose short rhythmic and melodic phrases.	Recognise and follow simple graphic symbols and notation representing sounds.	Identify pulse, tempo, dynamics and pitch. Recognise instruments, mood and simple musical structures. Respond to music through movement and discussion and express opinions using musical vocabulary.
Years 3–4	Sing in unison and rounds with increasing control and expression. Develop recorder technique and play tuned and untuned instruments accurately within an ensemble. Perform with awareness of balance, timing and coordination.	Compose melodies and rhythmic patterns using structure, repetition and contrast. Develop compositions using simple harmonic ideas and improvisation.	Read and perform basic rhythmic and melodic notation, including recorder notation, with increasing confidence and accuracy	Compare musical styles and identify melody, texture, timbre and accompaniment. Explain how musical elements create mood and atmosphere and recognise features of different genres and ensembles.
Years 5–6	Perform songs in a range of styles with accuracy, confidence and expression. Perform melodic, rhythmic and	Improvise and compose using a range of musical ideas and techniques. Plan, refine and evaluate compositions for a	Read, perform and interpret staff notation, including pitch, rhythm, dynamics and tempo markings. Apply notation	Compare and critically analyse a wide range of music, including Hip Hop, Jazz and popular music. Discuss style,

	accompaniment parts and maintain independent parts within an ensemble.	specific audience, purpose or style.	skills when performing and composing.	culture, purpose and emotional impact using appropriate musical vocabulary.
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Assessment

Assessment in Music is ongoing and is primarily based on teacher observation of pupils' practical work, including performing, composing, transcribing and listening and appraising. Teachers use pupils' responses, musical activities, performances and recorded evidence to identify strengths, misconceptions and next steps. Seesaw is used to evidence music within lessons through photographs and videos. The Music Subject Leader has access to this evidence for regular monitoring and to ensure continuity, coverage and progression throughout the school and across 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 during normal afternoon 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 the 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 BP Pulse Live in Birmingham, with thousands of other school children. They also take part in a Summer Concert with some of the school's

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 Summer Concert.
- Children who learn to play instruments with peripatetic teachers are encouraged to take part in the Summer 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 Spring term, we stage a KS2 musical, giving children the opportunity to develop and showcase their skills in singing, acting and dancing. Previous productions have included *The Lion King* and *Oliver!*, providing pupils with valuable experience of working collaboratively towards a live performance and performing to an audience. Children also have the opportunity to take part in an overnight residential visit to London, where they can experience a professional musical in the West End, further enriching their understanding and appreciation of music and the performing arts.
- 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 us with groups of children and the children in Year 4 have had the opportunity to work towards an Arts Award through the Halle Orchestra.

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 2027

Signed: Mrs S. Clarke

Date: July 2026

