



Parkside Primary School

Music Policy

Reviewed January 2026

Music Policy

Rationale

At Parkside Primary School we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.

At Parkside Primary School we believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves, relate to others and the wider world.

Aims of our Music Curriculum

- To enjoy listening to a wide range of music from different times and cultures.
- To enjoy making music based on different times and cultures.
- To perform with confidence and enjoyment.
- To sing with confidence and enjoyment.
- To develop composition and appraising skills.
- To develop a musical vocabulary with which to evaluate the music listened to.
- To provide a range of musical opportunities.
- To encourage awareness, enjoyment and appreciation of Music in all its forms.
- To develop imagination and creativity.
- To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- To offer opportunities to perform, compose, listen and appraise.

Implementation of the Policy

At Parkside Primary School, we have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent and able to work and think like professional musicians.

The key concepts in music we plan a progression for are as follows:

- Performing
- Composing
- Appraising

The Early Years Foundation Stage (EYFS)

In the EYFS (Nursery and Reception), children follow the EYFS Framework, with particular reference to the specific area of Expressive Arts and Design. Within this area, the children are able to develop Being Imaginative and Expressive through music. The children are expected to learn and rehearse well-known nursery rhymes and songs. They are given the opportunity to perform with each other and use instruments to create music. The children are also taught how to move creatively and in time to the music.

Key Stage One

At Parkside Primary School, during Key Stage 1, children listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

- **Year 2** children have the opportunity to learn African djembe drums with their class teachers, developing rhythm, coordination and ensemble skills.

Key Stage Two

At Parkside Primary School, during Key Stage 2, children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance.

- **Year 3** children have the opportunity to learn the recorder with class teachers.
- **Year 4** children receive specialist instruction in playing the trumpet from peripatetic music teachers.
- **Year 5** children learn the guitar with class teachers.
- **Year 6** children continue to develop their musical skills, with opportunities to build on prior learning, participate in ensembles and explore music composition and technology.

Across Key Stage 2, children are encouraged to improvise and develop their own musical compositions in response to a variety of stimuli, developing independence, creativity and personal expression. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a wide range of music from different times and cultures.

Performing skills

At Parkside Primary School children will be taught to sing a wide-ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and will rehearse and perform with others, with an awareness of audience.

Composing skills

At Parkside Primary School children will create musical patterns and will be shown how to explore, select and organise musical ideas.

Appraising skills

At Parkside Primary School children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary.

They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

At Parkside Primary School children will be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way Music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

Our Approach

At Parkside Primary School music is taught throughout the school, establishing cross curricular links where possible, e.g. literacy, maths, physical and creative development. As well as music lessons in class, whole school singing sessions take place weekly. Children are given the opportunity to listen to a range of music at the beginning and end of our whole school assemblies and hymns and schools songs are sung.

Regular whole school assemblies include song learning and music appreciation.

At Parkside Primary School, we have reviewed our curriculum map to ensure it is well sequenced and progressive. This serves as a base to aid and enhance our teaching of music.

Assessment

Assessment will form an integral part of the teaching and learning of music at Parkside Primary School. This will be done by observing children working and performing, by listening to their responses and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in music both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group.

Resources

At Parkside Primary School we have a range of music equipment and resources that can easily be moved around the school. There are a number of tuned instruments and we have a grand piano in the hall.

Progression, Continuity and Differentiation

At Parkside Primary School we use a range of teaching and learning styles to meet the requirements of the National Curriculum. We place an emphasis on active learning by including children in appraising composing and performing activities. We encourage children to take part in a range of practical activities wherever possible.

Cross-curricular links

At Parkside Primary School music is taught as a discrete subject. However, there are opportunities within other subjects to develop musical skills, such as in the:

- Science curriculum (topics on sound and listening)

- PE curriculum (dancing)
- English curriculum (where it can act as a stimulus but also to develop listening skills)
- RE (listening to sacred music)
- Art (as a stimulus for creative work in a different medium).
- History (listening to music from the particular time being studied as well as Black History Month)
- DT (Making musical instruments)
- Computing (Making sound with computers).

Inclusion

At Parkside Primary School we are committed to providing effective learning opportunities for all children and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all children with the aim of maximising achievement for all children at an appropriate level for each individual.

Teachers will respond appropriately to children's diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different social, cultural and ethnic backgrounds.

At Parkside Primary School teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

At Parkside Primary School we are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to children and in the conduct of staff and children.

Role of Governors

At Parkside Primary School governors determine, support, monitor and review the school policies and curriculum map. They support the use of appropriate teaching strategies by allocating resources effectively. Governors ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching.

Role and Responsibilities of Music Subject Leader

At Parkside Primary School the music leader has the responsibility of overseeing music within the school including:

- Formulating and updating the policy when appropriate.
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible.
- Ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs.
- Disseminating information, as it is received from any external source, to staff and children.
- Supporting staff with music-related issues when required.
- Liaising with external music teachers.

- Managing the budget.
- Attending courses relevant to professional development within their role as subject leader.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.