



# MUSIC POLICY

## Philosophy

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and can also play an important part in helping children to feel part of a community. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. We provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms.

## Aims

Our aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written; and
- develop the interrelated skills of performing, composing and appreciating music.

Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

## Learning Objectives

- to develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure
- to communicate musical ideas to others
- to improve instrumental and vocal techniques
- to listen and appraise
- to be able to sing and play from memory

## Teaching and Learning Style

At Clitheroe Pendle Primary School we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children how to work with others to make music and how individuals combine together to make sounds. We also teach



them simple musical notation and how to compose music.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity depending on the ability of the child; and
- using teaching assistants to support the work of individuals or groups of children.

### Music Scheme of Work Planning

Teachers use the Kapow scheme as the main basis for their curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities; and
- increasing confidence, sensitivity and creativity in the children's music making.

In addition to the Kapow scheme, and to meet the needs of our pupils at Pendle, Year 4 children are given the opportunity to learn an instrument through the WOPPS scheme. In the lead up to Christmas concerts and the Year 6 production, some classes will use the progression of skills documents to cover skills outside of the Kapow scheme whilst working towards a performance.

### Early Years

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

### Additional music teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers from Lancashire Music Hub. Pendle has chosen to participate in both the peripatetic and the Wider Opportunities programs. WOPPs is provided free of charge to all children in year four, for which all musical instruments are provided by the music service. Each child currently learns to play the recorder and is able to continue with lessons throughout Years 5 and 6 if he/she so wishes (depending on parental consent to payment for group lessons).

School can and has, paid for music tuition and instruments for pupils in receipt of Pupil Premium



or for those with SEND.

### Cross-Curricular Links

Music in Clitheroe Pendle Primary School, as well as making its own distinctive contribution to the school curriculum, also helps to develop skills in other areas, especially in the development of Literacy (language skills, rhythm, rhyme, research, creative writing, communicating ideas), Maths (patterns, sequences and processes), dance, art, ICT (composing, notation, research, use of iPads and recording for assessment), and PSHE (reflecting, listening, creating, performing).

### Teaching Music to Children with Special Educational Needs and Disabilities

At our school we teach music to all children, whatever their ability. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different need.

### Teaching Music to More Able Pupils

We recognise talented pupils in music through observation in school and knowledge of activities outside of school. Staff receive input on how to specifically challenge these pupils using resources from within our learning schemes and ensure that these pupils receive support from the music lead in order to foster and develop their skills. These children are then also further supported and extended through liaising with parents and providing them opportunities to develop their skills through links with signposted musical services and community projects.

### Equal Opportunities in Music

Music is taught within the guidelines of the school's equal-opportunities policy and we ensure that all our children have the opportunity to gain musical knowledge and understanding regardless of gender, race, physical or intellectual ability. We aim to teach music in a broad global and historical context, including the contributions of people of many different backgrounds and drawing examples from other cultures. We recognise the particular importance of first-hand experience for motivating children with learning difficulties.

### Assessment and Recording

Teacher assessment is incorporated into class teachers' termly and weekly planning. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Evidence may be on display or shown as models. Recorded performances (audio or video) are excellent means of keeping evidence within this subject.

Information on a child's progress in music will be communicated to parents in the written report once yearly.



### Resources

A range of tuned and untuned percussion instruments are available for use in music lessons kept in both key stages. A large variety of song books and other music is also available.

### The School Choir and Musical Events

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We have a school choir which we encourage all children, from Year 3 onwards, to join. The choir meets on a weekly basis and, although its primary aim is to enable children to enjoy singing together, it also performs in public on a number of occasions throughout the year.

### Monitoring and Review

The work of the subject leader involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

September 2025  
Sophie Zakrzewski