



Music Policy

Date policy next reviewed:

January 2027

Signed by:

Charlotte Hopkins

Headteacher

Date: January 2026

Chair of governors

Date:

Music Statement

Intent

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire children to develop a love of music and their talent as musicians, increasing their self-confidence, creativity and sense of achievement. As children progress, they should develop a critical engagement with music, allowing them to compose and to listen with discrimination to a wide range of musical styles, genres and traditions.

Aims

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have opportunities 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 of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

At **Quinton Primary School and Nursery**, our intention is that children gain a firm understanding of what music is through **listening, singing, playing, evaluating, analysing and composing** across a wide variety of historical periods, styles, traditions and musical genres.

Our objective is to develop curiosity for the subject, alongside an understanding and appreciation of the value and importance of all types of music. We aim to foster respect for music as a form of personal and cultural expression and enable children to recognise the role music plays in the wider community. Children are encouraged to use their musical skills, knowledge and experiences to involve themselves in music in a variety of contexts.

Implementation

The music curriculum ensures that children **sing, listen, play, perform and evaluate**. This is delivered through the **Kapow Primary Music scheme of work**, alongside weekly singing assemblies, concerts and performances.

Kapow Music provides a **spiral, sequenced curriculum** that allows children to revisit and build upon prior learning, enabling them to review, remember, deepen and apply their musical understanding as they progress through the school. Lessons are inclusive, engaging and accessible for all learners.

The elements of music are taught explicitly in classroom lessons so that children develop and use appropriate musical vocabulary to describe, analyse and evaluate music. Children learn how music is made, played, appreciated and understood.

Instrument progression

- **Reception** – Untuned percussion
- **Years 1 and 2** – Glockenspiel and untuned percussion
- **Years 3 and 4** – Ukulele, Glockenspiel and untuned percussion
- **Years 5 and 6** – Ukulele, Glockenspiel and untuned percussion

In addition to whole-class instrumental teaching, children from **Reception to Year 6** are offered high-quality **1:1 instrumental tuition** delivered by specialist music tutors.

A tutor from **Purple Sun** provides individual lessons in **vocals, electric guitar, bass guitar and drums**. These lessons are available to children across the school. Pupils in **Key Stage 2** also have the opportunity to take part in a **band programme**, where children collaborate to:

- create their own band name and logo
- compose and rehearse an original song
- perform their music at a live gig

This experience supports composition, performance, teamwork and musical confidence.

In addition, a specialist tutor delivers **1:1 classical guitar and piano lessons** to children from Reception to Year 6, further enriching the school's instrumental offer.

Through this varied and progressive instrumental provision, children are given opportunities to explore music in multiple contexts, supporting their learning in class and enabling them to develop their musical interests beyond the curriculum.

Through playing instruments, children develop their understanding of pitch, rhythm, pulse, notation and ensemble performance. Children also learn to compose music, focusing on different dimensions of music, which enhances their understanding when listening to, performing or analysing music. Composition using body percussion and vocal sounds is also included to support musical understanding without the added complexity of an instrument.

Impact

Through the **Kapow Primary Music scheme**, children develop confidence as musicians and gain a secure understanding of musical concepts and skills. They are able to enjoy music as listeners, performers and creators.

Children can:

- sing with confidence and awareness of pulse and rhythm
- play a range of instruments with increasing control
- compose and evaluate music using appropriate musical language
- listen critically and identify key musical features

All children experience performing both individually and as part of an ensemble and develop an understanding of musical notation. They leave Quinton Primary School with the knowledge and skills needed to pursue music further should they wish.

Teaching and Learning Policy and Framework

Fundamental musical skills and knowledge are taught through the **Kapow Primary Music scheme of work**. All children develop a basic understanding of musical notation, instrumental performance, composition, listening and analysis.

Teaching is **active and practical**, with lessons delivered weekly by class teachers from Foundation Stage through to Year 6. Kapow lessons support teachers with clear progression, vocabulary and assessment opportunities.

Children may also learn additional instruments through **peripatetic teachers**, funded by parents. Opportunities to sing in the school choir and perform to the local community are provided.

Assessment

Assessment in music is ongoing and primarily formative. Teachers assess children through:

- observation during lessons and rehearsals
- individual and group performances
- listening and evaluation activities
- discussion and self-reflection

Children are encouraged to reflect on their own work and identify areas for improvement. Evidence of learning is gathered through recorded performances, written work and teacher assessment grids, which are completed at the end of each half term. A selection of work is kept in a music portfolio.

Planning and Resources

Planning and resources for music lessons are the responsibility of the class teacher, supported by the **Kapow Primary Music scheme**, which provides unit plans, lesson guidance and resources for each year group.

Planning and support for recorder and ukulele teaching is provided by the **Warwickshire Music Hub**, who also deliver staff training to ensure teachers feel confident teaching these instruments.

Weekly singing assemblies are planned and delivered by the music coordinator, who is also responsible for accompanying resources. Planning for peripatetic lessons is managed by the individual teachers, with resources provided by the school.

Organisation

Music is taught weekly to ensure children gradually build musical skills over time. In Reception and Nursery, singing and nursery rhymes are part of daily practice.

There is a weekly singing assembly, split between EYFS/KS1 and KS2 to allow for differentiation. Children regularly perform learned songs in whole-school assemblies.

Opportunities include:

- Individual instrumental lessons (keyboard, trumpet, guitar, clarinet, saxophone)
- After-school choir for Years 3-6 in preparation for performing at the Young Voices Concert.
- Lunch time Little Voices for children in Years Reception – Year 2.
- EYFS/Reception Christmas Nativity Performance
- Years 1, 2 and 3 Christmas Carol Concert and Years 4, 5 and 6 Christmas Carol Concert
- Opportunities for children to perform in the local community at church services (Harvest, Christmas, Easter), the local care homes etc
- Year 6 end-of-year musical performance.

EYFS

Music in EYFS focuses on singing, movement and listening, supporting early development in communication, physical coordination, memory and aural awareness. Music forms an important part of **Expressive Arts and Design**.

At Quinton Primary School, children aim to know at least **seven nursery rhymes** before moving into KS1. The annual Christmas performance is an integral part of the EYFS curriculum.

Key Stage 1

Children are taught to:

- use their voices expressively and creatively
- play tuned and untuned instruments musically
- listen with concentration to high-quality live and recorded music
- experiment with and combine sounds using the inter-related dimensions of music

Key Stage 2

Children are taught to sing and play with increasing confidence and control. They develop skills in composition, notation and aural memory. Children learn to:

- perform in solo and ensemble contexts
- improvise and compose for a range of purposes
- listen with attention to detail
- understand staff and other musical notations
- appreciate music from a range of traditions and historical periods

Equal Opportunities

The music curriculum follows the Quinton Primary School Equal Opportunities Policy. Music from a wide range of cultures, genres and traditions is taught and valued. All children are encouraged to participate and succeed.

Inclusion

Teachers ensure access to the music curriculum through differentiation, adult support and adapted resources. Tasks are designed to be inclusive through:

- open-ended activities
- progressive challenge
- flexible grouping
- varied resources

Music offers multiple pathways for success, ensuring every child can engage meaningfully.

Role of the Music Co-ordinator

The music co-ordinator will:

- support staff in delivering the Kapow Music scheme
- lead singing assemblies
- coordinate performances and concerts
- liaise with peripatetic teachers
- manage music resources
- promote a positive musical culture within the school

Parents

Parents are encouraged to support their child's musical development and attend performances throughout the year. Opportunities to celebrate children's musical achievements are regularly provided.