



Subject Policy for Music

Mission Statement

'Learning and Growing as Children of God'

The following subject policy sets out the expectations we have of the subject leader, teachers, teaching assistants, pupils, parents and nominated Governors.

It is intended to be a document that supports staff induction as well as communicating our curriculum intentions to the school's stakeholders. This policy should be used in conjunction with the school's Teaching and Learning policy.

Curriculum Entitlement

At Alston Lane Catholic Primary School and Nursery, we are committed to providing a creative, engaging and enjoyable music curriculum that inspires every child and fosters a lifelong appreciation of music. We believe that all children are entitled to a broad range of musical experiences throughout their time at our school, enabling them to develop confidence, creativity and a lifelong appreciation of music.

Children at Alston Lane benefit from a wide range of musical opportunities, including keyboard lessons, recorder lessons, singing, and extra-curricular activities such as the school choir and peripatetic instrumental tuition. The school has a variety of tuned and untuned percussion instruments, including glockenspiels, drums, tambourines, wood blocks, recorders and ukuleles, alongside digital technology to enhance learning. We use the Music Crew scheme to deliver a progressive, carefully sequenced curriculum that develops pupils' knowledge, understanding and musical skills through practical, engaging lessons. Children have opportunities to perform, compose, listen to and appraise a wide range of music while developing their confidence as musicians.

Music plays an important role in the Catholic life of the school, with pupils regularly taking part in hymns, liturgies, Masses and other celebrations throughout the year.

From Nursery to Year 6, children enjoy making music both indoors and outdoors. Nursery and Reception regularly explore music through expressive arts in their outdoor learning environment, with opportunities to sing, dance and respond creatively to music. Across the school, pupils are encouraged to share and celebrate their musical achievements, with regular opportunities to perform for their peers during Friday celebration assemblies and other school events. Children also experience live music through performances in school and opportunities to listen to visiting musicians where possible.

Teaching Time

We provide opportunities for all children to create, perform and enjoy music, developing the skills to appreciate a wide range of musical genres and to evaluate music using appropriate musical vocabulary. Music at Alston Lane is taught through a carefully sequenced curriculum using the Music Crew scheme. Learning is delivered through progressive units of work that build pupils' musical knowledge and skills over time, while making meaningful links with other areas of the curriculum where appropriate. All children from Nursery to Year 6 receive at least one hour of music teaching each week, ensuring they have regular opportunities to develop the core musical skills of listening, singing, composing, performing and appraising.

Music Crew provides engaging, practical lessons that develop pupils' understanding of the inter-related dimensions of music, including pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure. Through its spiral curriculum, pupils revisit and deepen these concepts over time, building confidence, musical knowledge and performance skills as they progress through the school.

Lessons are practical, inclusive and hands-on, encouraging children to sing, play instruments, compose, improvise, listen and respond to a wide range of musical styles and traditions. Opportunities for movement, performance and creativity are embedded throughout the curriculum, helping every child to develop as a confident and enthusiastic musician.

Teaching and Learning Strategy

At Alston Lane Catholic Primary School and Nursery, we are constantly seeking best practice and often adapt our teaching and learning strategies to best suit the individual, specific groups or the whole class.

- Whole class teaching is led by the teacher and engages all of the children at the same time. This method usually introduces topics or new learning and is a daily occurrence throughout the day.
- Group work is used in many forms; to differentiate learning outcomes, to facilitate discussion or to enable the teacher or teaching assistant to work with a smaller number of children. Group work may also be pupil led, following teacher direction.
- Paired work is a key learning strategy at Alston Lane. Children are regularly asked to talk to their learning partner about their work or to share strategies and resources. Learning partners are taught how to be effective together and how to share. Learning partners do not teach each other – this is the job of the teacher and teaching assistant.
- Independent work occurs every day in every subject. This is an integral part of lessons and shows what each child has learned.
- In music, a range of teaching strategies is used, including practical exploration, singing, instrumental performance, improvisation, composition, independent tasks and paired and group work.
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Assessment and Tracking

The impact of music is monitored through a combination of formative and summative assessment. Teachers assess pupils throughout each unit by observing participation, practical musicianship, discussion and the application of musical knowledge and skills. At the end of each unit, teachers make a judgement against the unit outcomes and use this information to inform future planning. Assessment information is monitored by the subject leader to ensure progression and high standards across the school.

Books, Recording Learning and Presentation

Music is primarily a practical subject and learning is recorded in a variety of ways. Evidence may include photographs, audio or video recordings of performances and compositions, annotated teacher observations and, where appropriate, written work such as musical vocabulary, notation or reflection activities. Examples of pupils' work and performances are shared with the subject leader to support monitoring and assessment.

Display and the Learning Environment

We strive to provide children with a learning environment that constantly supports the learning and enjoyment of music. Music displays should celebrate current learning and support pupils in recalling prior knowledge. Key musical vocabulary, composers, instruments and concepts relevant to the current unit should be displayed to support retrieval and deepen understanding.

SEND / Higher Attainers

Inclusive practice in music should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Pupils demonstrating particular aptitude in music will be provided with opportunities to further develop their skills, for example through performances, the school choir, instrumental tuition and leadership opportunities within school events and assemblies.

Resources

The subject leader for music is responsible for auditing and ordering resources.

The subject leader will determine a budget for resources in the spring term, based on curriculum need, and communicate this to the Headteacher. Resources will be purchased as required, in line with the school's budget and procurement procedures.

All music resources are stored in the music room. They should be arranged on the music trolley in the labelled trays provided. Larger instruments such as guitars and glockenspiels are stored on the shelves in the music room.

During a music lesson, resources should be brought into the classroom by the class teacher and returned at the end of the day, ready for the next person to use them.

Monitoring and Evaluation

Standards in music are monitored through lesson visits, pupil voice, planning scrutiny, evidence of learning, assessment information and discussions with staff and pupils. The subject leader evaluates the effectiveness of the curriculum and reports findings and priorities to senior leaders and governors.

“Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” — Plato

Policy Review – written by S Jackson

This policy was last reviewed: Aug 2026

The next planned review: Aug 2028