

OAKDENE PRIMARY ACADEMY  
MUSIC POLICY



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# **OAKDENE PRIMARY ACADEMY**

## **MUSIC POLICY**

**'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum).**

Children at Oakdene Primary Academy take a musical journey that allows them to develop a musical foundation. Our intent is that we make music an inspiring and enjoyable learning experience which develops the children's musical skills. The music curriculum develops skills of singing, playing untuned and tuned instruments, improvising and composing music, and listening and responding to music, both individually and collaboratively. They will also learn that music can be written down to aid composing and performing. The curriculum ensures children build on their skills and knowledge each year so they become confident in creating, composing, performing and listening.

Children will develop an understanding of the history and cultural context of music that they listen to and are exposed to music from around the world through the folk based music curriculum. Our music lessons are inclusive to all and provide children opportunities to stretch and challenge themselves.

### **1. The aims and purpose of learning music**

We encourage children to participate in a variety of musical experiences through which to develop a love of music and develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat through performing on a range of musical instruments. By singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music across different time periods, cultures and traditions. This supports children to be open minded in their listening as well as knowledgeable about a breadth of musical genres in the world today. The children learn to appreciate how music supports other areas of the curriculum such as dance and drama.

Children develop descriptive music skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary through the interrelated dimensions of music and encourage children to discuss music using these terms. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with confidence.

### **2. Music Curriculum**

The Kapow scheme of work is used by class teachers Year Reception to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. This scheme ensures progression of skills and covers all aspects of the music curriculum. All classes will have a scheduled music lesson each week. In addition, a designated singing assembly will take place every week. We want ensure music is embedded in our whole school curriculum and that opportunities for enhancing learning by music are always taken.

Teachers create a positive learning environment through positive classroom management, and singing led, child focussed lessons. Children receive access to high quality music resources and instruments to reinforce the ambitions of the curriculum.

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Music is made an integral part of school life through an after school singing club and regular singing assemblies. Other performance opportunities, such as our Academy Hub Singing Event, nativities/plays, and performances with the local music hub (Snappy Christmas) give students the exciting experience of performing before an audience.

### **3. Curriculum leadership and management**

The Music leader is responsible for:

- developing a music curriculum which allows substantial progress to be made in music across all key stages.
- monitoring and evaluating standards of music teaching and learning across the key stage.
- managing the resources, which support curriculum delivery
- implementing arrangements for assessment in music and overseeing the recording and reporting of pupil progress.
- managing the professional development needs of other teachers involved in the delivery of music.

### **4. Assessment**

Our children enjoy and value Music and know why they are doing things, not just how. Children will understand and appreciate the value of music in the context of their personal wellbeing and the creative and cultural industries and their many career opportunities.

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as evidence scrutiny and pupil interviews. The Music curriculum will contribute to children's personal development in creativity, independence, judgement and self-reflection. This would be seen in them being able to talk confidently about their work, and sharing their work with others. Progress will be shown through outcomes and through the important record of the process leading to them.

### **7. Inclusion**

Oakdene Primary School firmly believes in the value of music learning for all pupils, regardless of race, ability or gender. Care is taken to ensure that positive images of music being created and played by people of both sexes and all races will be promoted. Differentiated approaches are employed to seek to ensure that all learners in the classroom are able to make optimum progress.

### **Rights Respecting Schools**

Article 28 Every child has the right to an education.

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Article 29 Every child has the right to an education which develops their personality, respect for others' rights and the environment.