



MUSIC POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE

This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

This music policy/strategy is published on our school website to ensure transparency and accessibility for all stakeholders.

AIMS AND OBJECTIVES

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical and cross curricular approach to learning. **Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.**

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

Academically – through a knowledge rich, focussed and sequenced curriculum.

Culturally – through an extensive programme of extra curricular activities and visits.

Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting and enquiry based curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. We realise that in order for our pupils to lead in tomorrow's world they will need to demonstrate compassion, understanding, empathy and innovation.

Success, progress and celebration are very much at the heart of what we do.

CURRICULUM INTENT

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon (National Curriculum 2014).

IMPLEMENTATION

Charanga's tailored overview shows the progression of music throughout the school from EYFS to Year 6 and links to other areas of the curriculum where appropriate.

SEN children will be fully included in all musical activities and lessons and extra help and provision planned for when needed.

Christmas, Harvest, Easter and End of Year Productions are planned into the teaching of music and provide performance opportunities.

Music is delivered weekly for all pupils for one hour per week, using Charanga Online . Extra-Curricular activities include instrumental teaching of the Ukulele, Big Sing, Choir and Christmas Carol Concerts in the Local Community. We also welcome visitors who are able to share their knowledge and enjoyment of music with our children.

Children are assessed frequently throughout the year using Charanga assessment statements.

Technology is used to enhance the children's compositional skills and for the appraising and assessing of musical work.

A wide variety of tuned and untuned percussion, CDs and online music, electrical equipment, a piano and a keyboard are available to aid the children's learning and are stored centrally in school. Other instruments can be loaned throughout the year.

IMPACT

From the high quality of Music teaching the children receive:

- children will achieve age related expectations in music at the end of their cohort year
- children will retain knowledge that is pertinent to music
- children will have the opportunity to foster their instrumental flare and use this as a form of expression
- children will participate in wider musical activities
- opportunities for improved well-being and confidence will be increased
- children will gain wider audience performance experience
- children will have heightened awareness of musical opportunities available in and outside of school in the

hope that access will be increased.

PLANNING

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the 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 the opportunity 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: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

In 2021, a new Model Music Curriculum was published to support all children to have access to high-quality music education. The MMC is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met. By setting out a model of how the curriculum can be delivered, it offers guidance and ideas for teachers, and provides a springboard from which to approach teaching.

The MMC complements the National Plan for Music Education and is intended to be used by specialist and non-specialist music teachers at Key Stages 1 and 2 (Primary level), building on an Early Years Foundation, and by specialist music teachers in Key Stage 3 (Secondary level). It has been developed with this in mind to provide a strong 4 core set of competencies and shared knowledge. Many schools will want to go well beyond this core and to use it to supplement current practice.

Our learning objectives are derived from our aims and form the basis of our planning. Pupils in the Foundation Stage, Key Stage 1 and 2 are given opportunities to:

- Act like a musician (Singing, Playing & Performing and Exploring & Composing)
- Think like a Musician (Transcribing and Describing)

Planning is tailored to our children's needs and provided by Charanga which is supported by Bolton Music Service and Greater Manchester Music Hub.

EYFS

The Early Years Foundation Stage (EYFS) framework approaches music as an integrated part of the seven Areas of Learning. Key areas of focus include: Expressive Arts and Design, where children learn to sing, perform songs, and move in time with music; Communication and Language, where they listen to rhymes and songs; and Physical Development, which uses movement to develop control and coordination. Practitioners plan musical activities to meet these developmental goals, often using additional guidance such as 'Musical Development Matters'.

THE ROLE OF THE SUBJECT LEADER

The Music lead, working alongside Bolton Music Service, will take responsibility for the monitoring, development and resource allocation of music in the school. She will reflect upon the teaching and effectiveness of the Curriculum and monitor and assess the teaching and learning of music through school. She will liaise with all teaching staff in order to develop an awareness of the effectiveness and development of the long term plan, resources and training needs and to encourage cross curricular links.

RESPONSIBILITIES

- All relevant staff will ensure that the music curriculum is implemented in accordance with this policy;
- The Head teacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to music are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in music regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and music materials free from bias will be positively sought.

To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different

backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

LEGISLATION

This policy reflects the legal requirements for academies to provide a broad and balanced curriculum, including the National Curriculum programmes of study and relevant statutory frameworks. It incorporates requirements for inclusion and equality as set out in the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice. This policy also aligns with the current Department for Education governance guidance and the Early Years Foundation Stage (EYFS) statutory framework (2026). Furthermore, it acknowledges guidance on arts and music education provided by the National Centre for Arts and Music Education (launched 2026).

RELATED POLICIES

- EYFS
- Equal Opportunities
- Inclusion
- Special Educational Needs and Disabilities
- EAL Policy
- SMSC and British Values
- Online safety
- Assessment, recording and reporting
- Marking and Feedback Policy
- Presentation

Policy reviewed: August 2026

Policy reviewed by : Miss Samantha O'Connell

Agreed by Governors: _____

Next review date: August 2029

