



Music Policy for Thames View Junior School

September: 2025

Review: July 2026

Introduction

National curriculum statement:

'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.'

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 and to begin to make judgements about the quality of music.

Purpose

The purpose of this policy is to state the aims, principles, strategies and organisation of the teaching of music in the school.

Our objectives in the teaching of music follow those set out in the National Curriculum and will enable children to:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Wider schools Aims and ethos

This policy is based on our commitment to Strive for Excellence and supports our school aims:

- To ensure all pupils have a voice in their learning and feel valued within the school community.
- To encourage pupils to take responsibility of their own learning to continue to be ambitious students.
- To ensure each child leaves our school prepared for the next stage in their academic journey, ready to positively embrace life in modern Britain.

Consultation

This policy was written by Miss Pass, class teacher and leader of Music in consultation with students and staff in September 2025.

Sources and references

Music programmes of study: Key Stages 1 and 2 National Curriculum in England – statutory guidance.

Procedure and Practise

At Thames View Junior School we 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.

Music Scheme of Work Planning

Our school uses the Charanga World of Music scheme as the basis for its curriculum planning as supported by the Barking and Dagenham Community Music Service (CMS). This scheme provides teachers with week by week lesson support for each year group. It provides lesson plans, assessment, progression and engaging and exciting whiteboard resources to support each lesson. The Scheme supports all the requirements of the National Curriculum. The first music lesson of each half term is a wider curriculum linked listening lesson where children listen to a piece of music linked to their half termly topic describe, analyse and respond to the music.

Singing

We wish to involve all children in musical activities. We have a school choir for children from Years 5 and 6. In addition, extra curricular music clubs are offered throughout the year.

All children attend a fortnightly singing assembly led by the music coordinator where they sing music from a variety of genres, learn about the History of Music and sing music structured in different ways eg. harmony, rounds, call and response. All children perform for an audience during the year, in end of term and Christmas concerts for parents.

Additional Music Teaching

Children in Year 4 study a musical instrument with teachers from the Community Music Service (CMS). Children can opt to carry on learning their instrument in Years 5 and 6. These lessons are taught to individuals and small groups.

Resources

There are sufficient resources for all music teaching units in the school. We have an allocated Music store room, where resources and music books are also kept. Sharepoint contains all resources needed for music which is accessible to staff. We also have access to the Charanga Musical world website, each teacher has a login. The Music Coordinator has recorded videos showing how to teach a Charanga lessons and each of the 6 lessons in a Charanga unit for staff CPD.

Assessment

Teachers will assess children's work in music by making informal judgements as they observe them during lessons. They will record in three lessons per half term showing written/photo/video evidence of children's work (see Appendix). All pupils are encouraged to make judgements about how they can improve their own work, as appropriate to their age and development level. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an on-going process. Information on a child's progress in music will be communicated to parents in the written report once yearly.

Monitoring and evaluation

The music coordinator is responsible for the monitoring and implementation of this policy and reviewing of the policy. A planning scrutiny is undertaken each term and support and CPD is offered to teachers. This includes Charanga webinars and sessions run by the music coordinator regarding how to use the Charanga scheme of work effectively and any additional resources that may be of use to staff eg. Minute of listening. Methods for teaching music and singing are demonstrated and suggested in singing assemblies. The Music coordinator is available to model Music lessons. The Music Coordinator undertakes Learning walks throughout the year to monitor the standard of music lessons and conducts pupil voice interviews with children to find out their thoughts and experiences in music.

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.

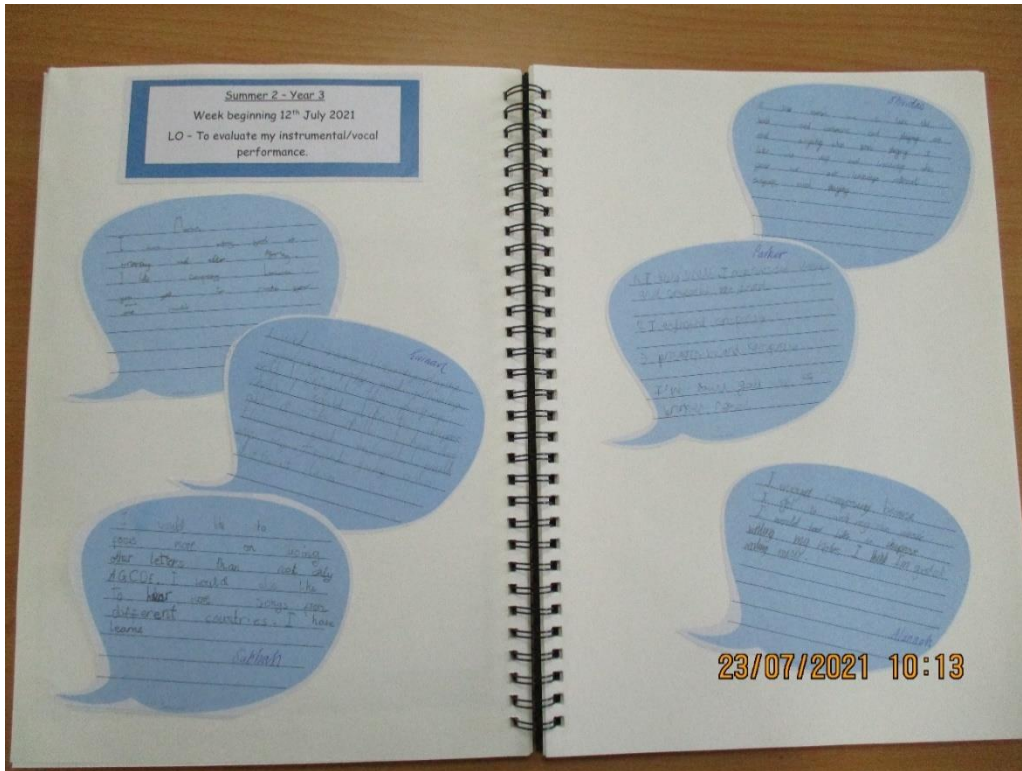
Other documents and appendixes

The music policy should be read in conjunction with the school development plan.

Setting out bookwork:

Class music books should follow the example below, recording 1 or two lessons per half term. These lessons do not necessarily need to be the same as what I have selected here:

1. *Wider Curriculum Listening*



Governor approval and review dates

This policy was written in September 2025 – subject to approval by the Governing Body. It is due for review in July 2026.