



Wilkinson Primary School

Show pride and respect in all that we do

Wilkinson Primary School

Music Policy

Date: September 2025



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Introduction:

This policy expresses the school's purpose for the teaching and learning of Music. It sets out the aims; planning of the curriculum and assessment and monitoring based on the Music programmes of study (POS) for Key Stages 1 and 2 (*DfE September 2013*).

Written by:	Mr N. Hodges
Date written:	September 2025
Approved (governors) on	
Review Date	September 2026

Intent:

At Wilkinson Primary School, our intent is that all our children will aspire to develop a love of music and their talent as musicians, enhancing their self-confidence, creativity, and sense of achievement. Music serves as a unique form of communication, aiding personal expression and development. It reflects culture and society, helping children understand their world and feel part of a community. Our goal is to provide opportunities for all children to create, play, perform, and appreciate diverse musical forms while developing critical judgment about the quality of music.

Aims:

Our aims in the teaching of music are to:

- Develop the child through engagement in musical activity.
- Ensure all pupils are able to access musical activities.
- Explore and understand how sounds are made and can be organised into musical structures.
- Develop the interrelated skills of composition, performance and musical appreciation.
- Develop and nurture pupils' sense of self and allow them opportunity to explore their own abilities

Curriculum coverage and progression:

- Planning for Music is implemented using two core documents: the National Curriculum Programmes of Study for Music and the Statutory Framework for Early Years Foundation Stage
- Long term planning has been developed using aspects of the Charanga Music Scheme and demonstrates coverage and progression of the attainment targets and expectations for Key Stage 1 and Key Stage 2 as identified in the Music POS.
- Medium term planning takes account of differentiation and progression and has been developed by the music subject team to link to the thematic topics taught within each year group, providing opportunities for music making as outlined in the National Curriculum, also drawing upon elements outlined in the Charanga Music Scheme.
- Exemplification planning by the Wolverhampton Music Service and the Charanga Music Scheme has been used to support short-term planning.

Plans are designed so that the topics children study in music build upon prior learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. This progression has three aspects:



1. Increasing breadth and range of musical experiences.
2. Increasing challenge and difficulty in musical activities.
3. Increasing confidence, sensitivity and creativity in the children's music-making.

Music features heavily during our creative curriculum at Wilkinson Primary School, whereby year groups will centre their creative outcome around a particular topic theme for the term in question. Children will then study aspects of music that link with their topic and through this, linking with the programmes of study as set out in the National Curriculum, we teach the required knowledge, skills and understanding in order for them to achieve the three aspects aforementioned.

Music and Inclusion

At Wilkinson, we are committed to providing inclusive music education for all children as part of a broad and balanced curriculum. We recognise and celebrate the diverse needs of our pupils, ensuring that every child - regardless of ability, background, or learning need - has access to meaningful musical experiences and opportunities for progress.

Our music teaching supports:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Gifted and Talented pupils
- Pupils learning English as an Additional Language (EAL)
- Pupils with a range of physical, emotional, and cognitive needs

Inclusive Strategies in Music Teaching

To ensure inclusivity, staff:

- Adapt planning and lessons to suit the individual needs, strengths, and interests of pupils.
- Set open-ended tasks that allow for a variety of creative responses and outcomes.
- Differentiate by challenge, offering tasks of increasing difficulty to support and stretch learners.
- Use flexible grouping, including ability-based groupings when appropriate, to tailor learning experiences.
- Provide resources of varying complexity, matched to pupils' levels of understanding and skill.
- Work collaboratively with teaching assistants, who support individuals or small groups to enhance engagement and progress.

This inclusive approach ensures that all children can participate fully in music education, develop their musical skills, and experience the joy and creativity that music brings.

Additional Music Teaching:

Children have the chance to learn musical instruments through peripatetic teachers from the Wolverhampton Music Service. Year 4 students have the choice to begin to learn classical guitar, continuing into Years 5 and 6. Additionally, Years 4, 5, and 6 can take small group drum kit lessons, often achieving Grade 1 by Year 6. These instrument lessons are in addition to the weekly national curriculum music teaching of the school, and usually takes place during creative lessons.



Assessment

- Progress in music is assessed on an ongoing basis against statements identified within planning, outlining what *all*, *most*, and *some* learners are expected to achieve. This ensures teachers are aware of individual pupil progress and can support musical development effectively.
- Self-assessment and formative assessment are used regularly during whole-class and group teaching. Teachers observe children's confidence, engagement, and areas of difficulty to inform future planning.
- Staff follow the school's marking policy, using live marking and verbal feedback wherever appropriate during music lessons. This provides pupils with instant, meaningful feedback that supports reflection and improvement in real time.
- Open questions are used to challenge children's thinking, encourage deeper musical understanding, and promote discussion.
- Pupils are encouraged to evaluate their own and others' work in a positive and supportive environment, including peer assessment at the end of each unit or performance.
- Teacher judgments are supported by a portfolio of evidence, including photographs and videos linked to digital QR codes, showcasing pupil progress and musical outcomes.
- Information about concerts, performances, and musical achievements is shared with the wider school community through the school website, displays, celebration events, newsletters, and end-of-year reports.

Early Years:

- Pupils use music to support their learning for all Early Learning Goals as appropriate.
- Pupils in Foundation Stage class will have experiences using music indoors, outdoors and through role play in both child-initiated and teacher-directed time.
- The Foundation Stage staff use the 'Development Matters in the Early Years and Foundation Stage' to plan for music in a range of contexts.

Monitoring:

- The impact of the music curriculum is monitored regularly by the music subject leader through pupil discussion, samples of work, discussion with teachers, music evidence portfolios and lesson observations.
- Feedback from monitoring is given to individuals and groups in order to improve performance.
- Systematic monitoring of music teaching within school informs the subject leader and school development plan.
- The music leader conducts regular audits of the training needs of teachers and teaching assistants and acts upon the findings to improve their subject knowledge and confidence. Requests for training in music teaching can be part of individual teacher's performance management plan.

Equal opportunities:

At Wilkinson we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in musical activities and events within school.



Resources:

The school is well resourced for music teaching, including online access to the Charanga Music Scheme. Instruments are securely stored in cupboards accessible for staff to use when needed. These cupboards are regularly checked for organisation. Additionally, drum kits are available in a designated practice room for peripatetic lessons.

Music and Computing:

Computing enhances the teaching of music across all key stages. Pupils and staff utilise Charanga Music World to support at-home learning. The pupils also have access to Garageband and other recording software on the iPads which they can use to compose their own music.

Music visits and external performances:

At Wilkinson Primary School, we enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom (for example in a music workshop at another venue) we carry out a risk assessment prior to the activity and undertake educational visits planning through the web-based system EVOLVE to ensure the activity is safe and appropriate for all pupils in our care.

Health and safety:

- Instruments and audio equipment are maintained to meet agreed safety standards.
- From Foundation Stage, pupils are taught to respect and care for musical instruments and audio equipment.
- Further guidance can be found in the school's health and safety policy.

Review:

- This policy will be reviewed annually by the music subject leader and leadership team and shared with the school community.

