



“Creating excellence, embracing all.”

SUBJECT POLICY FOR MUSIC

Subject Lead : Jo Reid

Curriculum Action Team: Arts

Headteacher : Jo Reid

Chair of Governors: Sue Miller

Renewal date: Sept 2026

Policy to be determined: 25th November
2025

Local Governing Board

Botley School Vision statement

A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.

Botley School Values

Inclusivity

Teamwork

*Kindness
Creativity*

Respect

Resilience



“Music enhances the education of our children by helping them to make connections and broadening the depth with which they think and feel. If we are to hope for a society of culturally literate people, music must be a vital part of our children’s education.” – Yo-Yo Ma

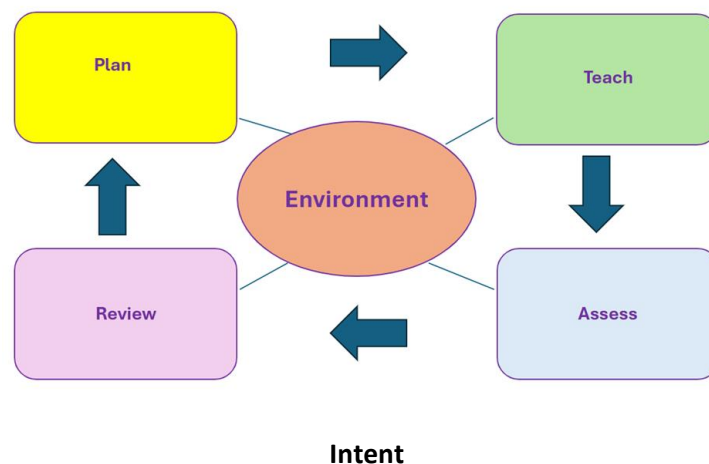
“Music is a more potent instrument than any other for education, because rhythm and harmony find their way into the inward places of the soul.” – Plato

Music Vision Statement:

Developing musicality, creativity and harmony to inspire the musicians of a culturally literate and inclusive future.

Pedagogical Principles

The Intent, implementation and impact of the music curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



Music is a subject like no other. At Botley School, pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Pupils will participate in a variety of musical experiences and will develop a love of music and develop their talent as musicians. By doing so, they will 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 singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music from a culturally diverse cannon. Pupils will be taught technical vocabulary for the interrelated dimensions of music such as dynamics, pitch, beat, rhythm and timbre and will be encouraged to discuss music using these terms.

Children will develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives.

Pupils will develop their cultural capital by experiencing music from different societies and periods of history providing cross curricular links that support knowledge and understanding across the curriculum.

Song will be used to support knowledge acquisition and the embedding of key concepts in their long term memory.

The participation in music will inherently underpin the spiritual, moral, social and cultural development of our pupils.

National Curriculum Aims:

Key Stage 1 & 2

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.

Key Stage 1 National Curriculum Attainment:

Pupils should be able to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 National Curriculum Attainment:

Pupils should be able to:

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Early Years Foundations Stage

Expressive Arts and Design The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Implementation

Music Curriculum and scheme of work

The long term plan and scheme of work for music incorporates the primary National Curriculum and the Early Years Foundation Stage Framework into our creative curriculum. It has been cross referenced against the 2021 DfE Model Music Curriculum. It encompasses a range of resources and planning. It ensures exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. It also includes learning based on great composers or pieces of music from within the classical cannon. The long term plan was developed and the resources reviewed by the music lead Mrs Jo Reid, who has both a music degree and a masters in music education.

In each year, the music curriculum will be organised into three main learning foci: Composition, Vocal, and Instrumental. Listening, Performing and Appraising will be embedded throughout every unit of learning. (See long term plan in Appendix 1) This ensures that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.

Music teaching and learning

In Ks1 and KS2 music is taught by the class teachers. They plan their lessons based on the long term plan and resources provided, but adapting the objectives to suit the stage of development for the pupils in their class based on musical progression documents. Music is taught in groups, individually and as a whole class. Music lessons are generally timetabled on a weekly basis, although there may be times where the lessons are blocked to provide more time to develop a deeper breadth of learning.

There is a weekly singing assembly for KS1 and KS2 where the whole school joins in singing activities and learns songs for seasons and celebrations or other school performances during the year. This time is also used to teach Kodaly Solfege music notation signs.

In EYFS, music is part of the continuous provision with instruments being available for pupils to explore. Singing is part of every day life with songs being used to support other areas of the curriculum: eg, nursery rhymes, number songs, days of the week, and songs linked to festivals such as harvest or Christmas.

Performance

Opportunities are taken as often as possible to perform in class, as well as to parents and the wider community in class assemblies, celebration assemblies and Christmas productions. Music is an integral part of occasions such as Harvest and May Day when the whole school dances class by class with local musicians in front of the parents.

SEND & Inclusion

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children and provide access to music learning for all pupils. Where appropriate, musical instruments used will be tailored to the needs of the individual pupil to support gross and fine motor control skills. Pupils who receive 1:1 support will have access to support during music lessons where appropriate to their needs. Learning and teaching will be ambitious for all pupils and lesson plans will be adapted to meet the individual needs of the pupils, however, the school recognises that not all pupils with identified special needs require the same level of support in music as they may do in other core subjects. Where possible, music therapy will be accessed to support specific pupils with identified special educational needs, particularly where pupils may have other communication difficulties. For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action

Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

Health and Safety

Musical instruments will be checked at regular intervals to ensure they are suitable for use.

Any wind instruments (recorders) will be sterilised after use. Pupils will be given guidance on how to safely carry instruments around the school building.

Pianos will only be moved when no children are present and where the piano has working casters.

This will be checked by piano teachers and any adults using the piano in lessons or assemblies.

Pupils will be reminded not to walk around with wind instruments or any other instrument parts in their mouths. Where pupils have sensory issues that might be overloaded by levels of noise in a music lesson, they are provided with ear defenders to enable them to join in. Where possible larger spaces will be used for instrumental lessons, which can include outside areas in good weather.

Enrichment and the Wider Community

Individual and group instrumental lessons are also available to pupils to continue to develop their skills and ability on a musical instrument throughout Key Stage 2. We have a range of peripatetic teachers involved with individual and small group lessons, including guitar, violin, piano, woodwind and brass instruments. Opportunities are provided throughout the year for instrumentalists to perform to the school or the parents in special assemblies and concerts.

The Year 5 pupils participate annually in Young Voices, a huge, massed choir event at Birmingham World Resorts arena.

Spiritual, Moral, Social and Cultural Development

The Music curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils through:

- Their willingness to participate in and respond positively to artistic, musical, and cultural opportunities
- Their sense of enjoyment and fascination in learning about themselves, others and the world around them
- Their use of imagination and creativity in their musical learning
- Their use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds when participating in wider community projects
- Their willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- Their understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- Their understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain
- Their ability to recognise and value the things we share in common across cultural, religious, ethnic and socio-economic communities

Impact

Recording

Musical performances and assessment can be captured on video and recordings using the iPads and recording equipment on the laptops. Pupils can evaluate and refine their work by listening back to their recordings or watching the videos from the previous week. Written notation is completed on paper and saved or displayed in the classroom.

Assessment

The Music progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next. (See Appendix 2)

Formative Assessment

Formative music assessment is ongoing to inform teachers with their planning, lesson activities and adaptation for individual needs. The staff use the Bromcom school information system to record ongoing formative assessment for music.

Summative Assessment

Summative assessment is completed termly based on the foci: Composition, Vocal and Instrumental. At the end of each school year, pupils will be assessed within one of the following bands: Working Below the curriculum (WB) Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create and develop their own musical compositions, knowledge and perform their instruments to a deeper level of skill. They will be able to lead musical group work and explain how their work can be refined using age appropriate musical terminology. They will be able to demonstrate how they are developing their musical learning through participating in external musical opportunities, clubs, groups, orchestras or performing groups.

Reporting

A final summative assessment for music will be reported to parents within the annual school report.

Monitoring

The music subject leader is responsible for the monitoring of music teaching, learning and outcomes across the school. In the event that there is no music lead, the responsibility devolves to the Senior Leadership team.

Music is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, performances and pupil interviews.

Linked policies:

- Curriculum policy
- Learning and Teaching Policy
- Assessment policy
- Health and Safety Policy
- Equal Opportunities policy
- SEND policy

Appendix:

Music Curriculum Key Documents

[Music Curriculum Overview](#)

[Music Progression Map](#)

[Music in the Early Years](#)