



Music Policy

Alexandra Infants' School
Coordinator: Mrs B Beech-Daly

Alexandra Junior School
Coordinator: Mrs S Wilton

2026

Introduction

Music is a universal language that embodies one of the highest forms of creativity. At Alexandra Infants' School and Alexandra Junior School we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The aims of Music:

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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- to retrieve and interleave knowledge and skills to build mastery over time.

Teaching and learning style

We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical experiences to build up the confidence of all children. We provide opportunities for all children to sing and to listen to and appreciate different styles and genres of music. We teach them the skills of recognising and commenting on pulse, pitch, rhythm, beat, timbre, dynamics and texture in music. We provide opportunities for children to work with others to make music and show how individuals compose and organise music. We also teach them some of the features of musical notation and to develop an understanding of the history of music.

Music in the Foundation Stage

We teach music in Reception classes as an integral part of the topic work covered during the year. We also use the Charanga scheme of learning in the foundation stage. In the Early Years Foundation Stage, music contributes to a child's development in the area of Expressive Arts and Design. This is taught through the wider curriculum such as learning nursery rhymes, phonics and PE.

Music curriculum planning

At Alexandra Infants' School and Alexandra Junior School we use the Charanga online scheme of learning. With this scheme, we ensure that the topics studied in Music build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Music is often taught and used within other areas of the curriculum, and to support and enhance the work done within the topics planned. A wide range of resources are available to support music teaching. We give pupils the opportunity to appreciate a wide range of high-quality live and recorded music. In KS1, we carry out the curriculum planning in Music in two phases - a long term plan and weekly afternoon plans. The long term plan has been created by the coordinator which outlines which units are to be taught in each year group and in which term. The class teacher then uses these long term overviews to inform weekly planning which must clearly show the lesson question and success criteria. These individual plans must be kept as they may be needed during an informal discussion with the Music subject leader.

At Alexandra Junior School, we teach music in half-termly units which cover a range of different musical genres and skills. Each weekly lesson has the plans and resources needed to deliver high-quality music lessons. For further details of a KS2 approach please see the Music Curriculum and Pedagogy document.

Assessment

In EYFS, any Music work that takes place will be recorded and evidenced on DCPRO. Discussion is a key part of assessment within the foundation stage, children's responses will also be recorded.

In KS1, formative assessment is carried out throughout the lessons with children's responses noted down and filed. Additional evidence may be gained during school performances or other relevant events, and may be presented in the form of recordings or photographs. At the end of each unit of work, the teacher will then fill in an assessment grid and decide whether individual children are working below, at or above expected standard.

In KS2, discussions, performances and reflection are an important way of assessing what children know and understand. Assessment in music comes at the end of each term, however, it is informed by discussions, rehearsals, activities and performances which take place throughout a unit. Teachers complete 'I can statements' for the pupils, to indicate meeting the skills and objectives for that lesson.

Resources

At Alexandra Infants' School, there are a wide range of resources available for the use of all staff in the school. We keep these resources in a central store. They are regularly checked for safety and relevance and new resources may be purchased as needed.

At Alexandra Junior School, there is a music room which stores all of our instruments and equipment. Year group unit and lesson resources are accessed online by the staff teaching the lessons.

Inclusion

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress.

Teachers set high expectations for all pupils in music. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

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

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study music, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in music.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.'

Monitoring and review

The music subject leader is responsible for keeping an overview of the standard of children's work and for the quality of teaching. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school.

This policy will be reviewed annually.