



WHEATLANDS PRIMARY SCHOOL

MUSIC POLICY

2025 - 2026

Introduction

At Wheatlands Primary School we recognise that music is an important part of our lives. Everywhere you go there is music. Music reflects our time and place, our heritage, the community we live in, and our multicultural world. We have become a 'Music Mark school in recognition of our commitment to providing a high-quality music education for all children and young people.

Our aim is to ensure that practical music making, and a greater appreciation of music, is within the reach of all children. This will enable them to develop creativity, express themselves through music and participate in rewarding group performances. Through the wide range of musical opportunities they experience during their time at Wheatlands, we hope they will come to find the joy and sense of well-being that music can offer.

In addition, music offers children the opportunity to develop many life skills such as listening and concentration, physical coordination, patterns and number work, teamwork, and social skills. It also provides a means of building self-confidence and resilience through perseverance.

Curriculum Intent

At Wheatlands Primary school we use the Kapow Primary music scheme from Reception through to Year 6. The intention of the Kapow Primary music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children develop musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

We teach them to listen and to appreciate many different forms of music through music/genre of the month songs that are played daily for Y1 – 6 as well as in their bespoke music sessions. These opportunities provide the children the chance to discuss their own thoughts and opinions on lyrics, melody and how the music makes them feel. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions, and narratives. In addition to this we also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. Resources such as word walls and knowledge organiser are used to reinforce key vocabulary by being visible in the learning environment.

Children in EYFS explore key musical elements throughout their curriculum including critiquing songs, finding pulse, and recognising pitch and musical instruments are readily available in their daily provision. The children are encouraged to sing familiar songs and nursery rhymes as well as exploring alternative lyrics and new songs linked to curriculum topics and interests.

The National Plan for Music Education

The National Plan states music should be embedded in every primary school. Singing should be the golden thread through these years, with a clear commitment to quality teaching and opportunities for progression for all children from the start of their school education. In addition to singing, ensuring every child has an opportunity to learn an instrument and to make progress with instruments is also essential.

Music in the National Curriculum from 2014

At Foundation Stage children will sing songs, move to music, and explore sounds. Children will perform known songs and talk about their performances.

At Key Stage One children will sing songs, speak chants and rhymes, and play a range of tuned and untuned percussion instruments. They will listen with concentration and understanding to a range of high-quality live and recorded music and will experiment with, create, select, and combine sounds using the interrelated dimensions of music.

At Key Stage 2 pupils will play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. They will improvise and learn to use musical notations, experience a range of music from different traditions, and develop an understanding of the history of music. In addition to this they will listen with attention to detail and appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Continuity

The following dimensions are central to performing and composing and are a part of the curriculum for all year groups. Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play

tuned and untuned instruments accurately and with control. They will learn to recognize, demonstrate, and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture, and dynamics - and use these expressions expressively in their own improvisations and compositions.

Curriculum Organisation

Music is delivered on a regular basis. This may be weekly, termly or in blocks. The school uses a specialist music teacher and Tees Valley Music Service to support the core elements of the music curriculum alongside classroom teaching.

Each KS2 class will receive a whole class instrumental lesson delivered by a music specialist.

Assessment, Recording, Reporting

The school uses a whole school excel document to assess each child against specific learning outcomes based on the key strands listed above. The children will be graded as

- WT (working towards).
- SU (secure understanding).
- GD (greater depth).

Specialist music teacher will also need to provide class teacher with assessment information for their led sessions.

The class teacher may take photographs/video clips of music to show achievement or progress which are to be uploaded onto the school shared area. At time photographs and videos are shared on the school's twitter page and the EYFS Seesaw platform.

The child's personal enjoyment of music is included in each child's annual progress report to parents, and a teacher comment may be made.

Other opportunities for music

Children from Y3 -6 have the opportunity to join an after-school choir run by an external agency.

There are additional opportunities for children to perform with the school choir at different points during the year including trust wide events, carol services and at residential homes.

Small group tuition

Children in Key Stage 2 have the opportunity to learn a musical instrument with specialist tuition in small groups provided by Tess Valley Music Service at a cost to parents. Children work towards awards and Graded exams and have the opportunity to attend music workshops and join the TVMS music ensembles.

Assemblies

During our assemblies, the whole school sings together and we have regular hymn practice. We listen to different musicians as we come in and out of assembly.

Occasionally pupils or visiting musicians perform at the school during assemblies.

Events/concerts/performances/festivals

During a school year, every child has the opportunity to take part in a performance, incorporating singing, drama and often dance.

Year groups perform at different points during the year, celebrating the major Christian festivals, marking the end of their time at primary school, enriching a topic or as part of a larger initiative e.g. with Tees Valley Music Service, CPN Music or the Sage. These provide opportunities for pupils to perform to their parents and other pupils.

Additionally, pupils who receive instrumental lessons have the chance to perform in school assemblies and workshop concerts with TVMS.

Community links

School music can contribute greatly to the neighbouring community and the community can also contribute to the enrichment of music within the school.

The choir visits the local care home to sing Christmas carols. The school takes part in choir festivals and performances with other local primary schools and is often invited to perform at local events.

Cross-curricular links

- Topic work and/or whole school projects e.g., Brazil, The Olympics
- Literacy: poetry, rhythm, storytelling, developing performing confidence
- Numeracy: Counting, pattern, sequencing
- History: Music/Black history month/composers from different periods in history
- Geography: Music linked to various parts of the world, visiting musicians from diverse cultural backgrounds, Samba band lessons
- RE: music from different religions/festivals
- Dance/ Drama: Opportunities to combine music and movement. Music to accompany performances.
- Science: making of instruments from varied materials, how sounds are made, vibration of sound
- PSHE: working cooperatively in groups, exploring, and considering alternative ideas, listening to others, evaluating the performance of others.

Equal Opportunities/Special Needs/Gifted and Talented (or Differentiation)

As with all subjects, music is inclusive for all pupils regardless of their social and cultural background. If required individual pupils are supported by a TA and activities/resources are adapted for diverse learning needs.

Gifted and talented pupils are encouraged to take a lead in performances/group work/begin to learn a musical instrument. Musical activities are often open-ended and can involve participation at many levels.

Resources

The school has access to a variety of pitched and unpitched percussion instruments. There is also a class set of recorders and glockenspiels.

The school has a Clavinova which is used to support singing and music teaching. The school owns a wide variety of published resources to support singing and percussion work. Additionally, the school has a number of WordsonScreen resources for singing. Through CPN Music and TVMS, the school can access additional musical equipment if required.

Most music resources are stored centrally. The subject leader is responsible for checking and ordering music resources and replacing broken or damaged instruments. Music lessons take place in the classrooms and in the hall. Music tuition takes place in an available space.

Health and Safety

Instruments are stored safely within school. Electrical equipment is regularly Pat tested. Broken or damaged instruments are removed, repaired, or replaced. Pupils transporting instruments around school are supervised to avoid injury. Disinfecting of recorders is undertaken by the class teachers and teaching assistants.

Role of the Music Subject Leader

The Subject Leader is responsible for auditing and reviewing music coverage throughout the school, the organisation of the music curriculum and how it is assessed, links with Tees Valley Music Service, CPN music and other visiting musicians, the monitoring of continuity and progression, the evaluation of music lessons and ensuring appropriate music resources are available in person and online.

Professional Development

The Subject Leader is responsible for offering CPD opportunities to staff in conjunction with the head teacher.