

## Music Curriculum Policy

Updated September 2025

### Intent

Park Brow's music curriculum promotes curiosity and a love and thirst for learning. It is ambitious and empowers our children to become independent and resilient. At Park Brow we encourage the children to use our city to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. Park Brow's music curriculum provides strong links with the SMSC curriculum, British Values and our core values. Music at Park Brow helps to foster the atmosphere of creativity, imagination, great listening skills and the ability to express personal thoughts and feelings. Our Music curriculum provides opportunities for our children to create and perform on different platforms and be exposed to experiences that encourage their ambition. We firmly believe that it is not just about what happens in the classroom, it is about the added value we offer to really inspire our children.

### Aims

At Park Brow our music lessons aim 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.

Our School curriculum covers the statutory requirement for music to be taught across Key Stage 1 and Key Stage 2. Our music lessons are taught in a way that meets the National Curriculum requirement for all state funded schools to ensure that music;

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- although not yet statutory we aim for an hour of coverage for this subject area per week.

### Implementation

Park Brow follows the Charanga Musical School Scheme which provides teachers with week-by-week lesson support for each year group in the school. The scheme if work provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Key Stage 1 pupils are taught 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.

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

Key Stage 2 pupils are 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.

#### Resources

All of our resources are centrally stored in the music room. All staff may access them, but they are responsible for their prompt and orderly return. The music room is widely available to staff members and has recently been audited, organised and the wall displays have been updated in order to further the children's learning and knowledge.

The school's resource base contains instruments, as well as published materials. The resources enrich and stimulate children's musical enquiry.

#### Curriculum Drivers

In addition to the content that is driven by the curriculum objectives, we have developed curriculum drivers (alongside our cultural capital offer) – key elements that form relentless, consistent threads that run through our curriculum. These were devised by teaching staff to meet the wider needs of our children specifically as they go forward in their lives. These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues.

- Promoting Possibilities:

Children cannot aspire to things they have never encountered. At Park Brow, we work to broaden our pupils' horizons, expanding their knowledge of the world by nurturing their interests as well as engaging fearlessness of what is new or unknown.

- Increasing Knowledge of the world:

Our pupils are all part of a global community. Our aim is to help the children to gain a sense of place and understanding that they play a part in its future. At Park Brow, we provide opportunities for them to explore similarities and differences between communities and they fit into the wider world.

- Developing Emotional Awareness:

We set high standards for personal conduct and character development. Our pupils are encouraged to demonstrate integrity, empathy, kindness, compassion and respect in their interactions with peers, teachers, and the wider community.

- Embracing Cultural Richness:

We aim to expose our students to the diversity and richness of cultures worldwide. Through engaging activities, multicultural events, and exposure to different perspectives, we prepare our students to thrive in an increasingly interconnected world. At Park Brow, we celebrate diversity and strive to create an environment where all cultures are respected and appreciated.

At Park Brow Primary School, our commitment extends beyond academic excellence. We are dedicated to nurturing compassionate, aspirational, and culturally aware individuals who are well-prepared to contribute positively to society. We believe that by focusing on the personal development of our students, we equip them not only for academic success but also for a lifetime of ethical leadership and responsible citizenship. With this core belief in mind, we are steadfast in our commitment to delivering an education that not only imparts knowledge but also nurtures the moral and ethical compass of our students.

#### Cultural Capital

Teaching staff are encouraged to broaden the experience of the topics for the children through promotion of the outdoor curriculum, off-site visits, visitors into school and shared experiences with the wider school community, e.g. involvement with parents/carers, local, national and international school.

The music curriculum is delivered by class teachers following the Charanga scheme of work; we have 1 external music teacher that covers wider opportunities giving the children a chance to play tuned instruments at Key Stage 2. In addition, some children from across Key Stage 2 are given the opportunity for specialised music tuition by Rocksteady and create mixed year group bands culminating in termly concerts in whole school assemblies. Children are offered to take part in the School Choir (after school club), a celebratory music week and a Christmas performance as additional opportunities to celebrate the creativity of music and performing arts in our school.

Impact

Planning and teaching of Music is taught through use of the Charanga scheme. Teachers deliver lessons using a mixture of the Original Scheme and the English Model Music curriculum scheme to best suit the needs of each cohort. Objectives are also taught during Music week, which is a celebration of musical achievements throughout the school.

Assessment is conducted through half termly RAG rating of Charanga objectives, which meet the National Curriculum requirements. Termly data from each year group will be collated and used to inform planning in order to close gaps in knowledge, skills and understanding.

#### Links to other subjects

Music is evident throughout other subjects, and is often seen taught in a cross curricular way. The foundation subjects offer lots of opportunities to discover different musicians and styles of music. Within writing sessions, the classical musicians are often discovered as a calming writing background. Within Maths lessons the children can be introduced to times table songs, these songs encourage children to learn and recite their times-table knowledge for example, Percy Park and Times Table Rockstars.

#### Use of ICT

The use of ICT is used frequently within music lessons, the children often view visual information through the use of an Interactive White Board, the class iPads have musical programmes installed for the children to create their own music and learn to play instruments. Within our Maths computer programmes we have Percy Parker and Supermovers, which regularly allow the children to listen to time-tables songs.

#### Impact

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Regular formal and informal discussions with staff

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate.

End of unit assessments are completed from teacher judgement using a RAG rating system – Green ARE, Dark Green – WA, Yellow WT, Red WB.

Teachers are expected to plan and deliver their music lessons based on the Charanga schemes of work for their year group. The class teacher is also responsible for recording the child's understanding within Charanga assessment.

Staff members make amendments to planning in order to optimise learning opportunities when they arise.

Music will be monitored throughout the school by the Music Curriculum Lead who will be responsible for gathering samples of curriculum work.

The Music Coordinator will also monitor Music through pupil voice and annotated schemes of work to ensure that the Programmes of Study are being effectively taught and match the needs and abilities of the pupils.

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle, the School Improvement Plan and the Curriculum Action Plan.

#### Responsibilities and Roles

- The Headteacher and Governing Body have overall responsibility for the Music Curriculum, supported by the Subject Coordinator and Curriculum Lead.
- The Curriculum Lead is responsible for overseeing the delivery of the Music Curriculum through:
- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject and displays
- Providing evidence to support the writing of the School development plan and a SEF
- Auditing resources and ordering resources when needed
- Keeping up to date with developments in Music and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

#### Monitoring and Review

Updated by J Connell September 2025

Review date – September 2026