



Benhall St Mary's C of E Primary School

*Be the best you can be.*

*Let your light shine before others; that they may see your good works and glorify your Father who is in heaven' - Matthew 5:16*

*Music Policy*

*2024-2026*

## Intent

An excellent music curriculum enables children to express themselves, to explore their creativity, to show resilience when faced with challenges, to persevere and prosper. It is these experiences and achievements which will stay with them and help shape their lives.

In line with the National Curriculum objectives for music, our *intent* is 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

Our approach to the teaching of music has been carefully considered and has been developed to enable both specialists and non-specialists to deliver a high quality curriculum. It also enables staff to teach beyond the statutory requirements, using the [Model Music Curriculum](#) and the [National Plan for Music Education](#) documents to inform what constitutes best practice.

## Aims

- **Enjoyment and Inclusivity:** Lessons aim to create a fun and inclusive environment, engaging and inspiring children of all ages and abilities through a broad and balanced music curriculum.
- **Skill Development:** Pupils will develop their musical skills through listening, composing, performing, and appraising a wide variety of musical styles and traditions.
- **Positive Learning Behaviours:** Music encourages creativity, perseverance, and confidence, fostering a lifelong appreciation and engagement with the subject.
- **Mental and Emotional Well-being:** Participation in music enhances well-being by providing an expressive outlet and encouraging emotional literacy.
- **Teamwork and Personal Achievement:** Pupils will engage in both solo and ensemble work, fostering collaboration, communication, and a sense of personal achievement.
- **Cultural Awareness:** The curriculum will expose pupils to a diverse range of music, helping them appreciate and respect different cultures and traditions.

## Implementation

All children at Benhall Primary School are taught Music for approximately one hour each week.

From the Early Years Foundation Stage to the end of Year 4, we use the Charanga Music Scheme of Work. This has been chosen as it provides high quality materials (lesson content and resources) for all staff, irrespective of whether they are specialists or non-specialists.

For children in Years 5 & 6, fully funded weekly Whole Class Ensemble Teaching (WCET) lessons are provided by a peripatetic music teacher through the Suffolk Music Hub. A brass instrument is chosen by each child at the beginning of Year 5 (baritone horn, cornet or tenor horn) which is theirs to keep for two academic years.

## Key Stage 1

In Key Stage 1, pupils will be introduced to the fundamental elements of music, including rhythm, pitch, dynamics, tempo, and timbre. They will develop their musical awareness through singing, playing percussion instruments, and exploring sound. Lessons will encourage creativity and expression, using Charanga to ensure continuity and progression.

## Key Stage 2

In Key Stage 2, pupils will build on their foundational skills by engaging in more structured composition, performance, and appraisal. They will have the opportunity to play tuned instruments, develop notation reading skills, and study a range of musical genres. Singing and ensemble performances will be key components, and technology will be used to support composition and analysis.

## Equal Opportunities

We ensure that all pupils have access to a high-quality music education regardless of background, gender, ability, or special educational needs. Adaptations and differentiated resources will be provided to ensure inclusivity and accessibility. We strive to provide opportunities for all pupils to participate in musical activities, both within and beyond the curriculum.

## Participation and Performance

Performance is an essential part of music education at Benhall. Pupils will have opportunities to perform in class, school assemblies, concerts, and external events. Through performances, pupils develop confidence and stage presence, while gaining an appreciation for live music experiences.

## Benhall Blueprint

### Curriculum Design

- Progressive Framework: Learning is sequenced to build from basic musical concepts to advanced techniques and understanding.
- Diverse Repertoire: Pupils will explore a wide range of musical styles, traditions, and historical contexts.
- Holistic Approach: The curriculum will balance technical skills, creative expression, and theoretical understanding.

### Modelling in Music

- Skill Modelling: Teachers will demonstrate musical techniques, encouraging pupils to develop accuracy and control.
- Behavioural Modelling: Enthusiasm, respect for others' performances, and perseverance will be modelled and encouraged.
- Peer Modelling: Pupils will have opportunities to share and reflect on each other's work, promoting a supportive learning environment.
- Recall and Retention: Opportunities for revisiting key knowledge and skills will be embedded in lessons to ensure long-term learning.

### Pillars of Progression

- Performing: Pupils will develop confidence and technical skills in singing and playing instruments.
- Composing: Pupils will explore sound, structure, and notation, developing their own musical ideas.
- Listening and Appraising: Pupils will critically engage with a variety of musical pieces, identifying key features and contextual significance.

### Developing Knowledge Types

- Practical Knowledge: Emphasising hands-on experience with instruments and voice.
- Declarative Knowledge: Understanding musical terminology, historical contexts, and theoretical concepts.
- Procedural Knowledge: Developing skills in composition, performance, and critical listening through structured practice.

## Assessment and Feedback

- **Formative Assessment:** Ongoing assessment through observation, performance, and discussion.
- **Summative Assessment:** Regular opportunities for structured reflection on progress in musical understanding and skill development.
- **Modelling Improvement:** Teachers will provide clear, constructive feedback to support growth in performance and composition.

## Encouraging Lifelong Engagement

- **Promoting Musical Participation:** Encouraging engagement with school choirs, ensembles, and extra-curricular music opportunities.
- **Transferable Skills:** Highlighting the benefits of music in developing confidence, teamwork, and creativity.

## Impact

### Performance

At Benhall Primary School we recognise the value of public performance. Regular opportunities are created throughout the school year for children to perform musical pieces to an audience. This motivates pupils to rehearse and refine their techniques and appreciate the impact of their work on others. This also gives them the opportunity to respond to feedback. These events range from small local performances to parents e.g. Christmas and summer shows to large prestigious events such as the annual festival at Snape Maltings.

### Assessment

Teachers check for understanding in each session and quickly identify those children in need of additional teaching/support. We find that the most powerful feedback is given to children verbally during lessons so that children can correct their work at the time. Self and peer assessment are also used when appropriate, although teachers will oversee this and acknowledge the work. If necessary, teachers will adapt their planning in accordance to the needs of the class.

This curriculum is for *all our* children. We aim to provide scaffolding and a variety of experiences for those with different needs before offering alternative content.

### Subject Leader

The subject leader ensures high-quality teaching, resource management, and pupil development by:

- Providing strategic direction and professional leadership.
- Organising staff training and ensuring effective use of resources.
- Monitoring curriculum delivery, pupil progress, and the overall impact of music education at Benhall.

### Evaluation:

This policy will be reviewed every two years.

Reviewed January 2025