



Music Policy



Control Page

Policy Title	Music Policy
Version	3.0
Ratified by	C.Dugdale / A. Bass
Date ratified	January 2025
Name of responsible individual	J.Harrison
Review date	January 2026

Intent

This school aims to provide its pupils with a broad and balanced curriculum set within a caring and supportive Christian community in which each member of the school is valued and respected.



Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can be a highly academic and demanding subject. It is also important in helping children feel part of a community. Ofsted's 2023 Music Subject Report states; 'Music is a universal language that embodies one of the highest forms of creativity. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them. Learning about music is a vital part of a broad and rounded education. Taught well, music gives pupils the opportunity to make music, think more musically and, crucially, become even more musical.'

Music is taught through the Early Years Foundation Stage and as a foundation subject within the National Curriculum. The aims of music teaching in the Early Years Foundation Stage is driven by children's interests and curiosity as part of Expressive Art and Design. Opportunities will be planned to enable children to:

- Develop confidence and self-esteem.
- Sing as a class, in a group and as an individual.
- Explore the singing voice and different kinds of voice production.
- Develop musical memory and accurate pitching through listening and singing.
- Develop a sense of pulse.
- Explore the experience concept of musical opposites.
- Learn simple musical terms.
- Introduce them to musical technology.



Intent



The aims of music teaching in the National Curriculum are to enable children to:

- 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.



Ofsted Review - Music



On the 12th July 2021, Ofsted published a literature review with the aim of identifying the factors which contribute to creating a high-quality music curriculum.

To read the full review [click here](#)

On 25th June 2022, Ofsted published a new policy- 'The Power of Music to Change Lives' which was intended to significantly improve the quality of Music teaching and learning.

To read the full National Plan follow the link- [The power of music to change lives - A National Plan for Music Education](#)

On 21st September 2023, Ofsted published a review evaluating the common strengths and weaknesses of music education and considers the challenges music faces.

To read the full review follow the link- [Striking the right note: the music subject report - GOV.UK](#)

Ofsted Review - Music



On 25th June 2022, Ofsted published a new policy- 'The Power of Music to Change Lives' which was intended to significantly improve the quality of Music teaching and learning.

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This plan sets an expectation that schools will have a music development plan in place by the academic year 2023/24 that sets out how they will teach a high-quality curriculum for at least one hour a week in key stages 1 to 3.

St Paul's Hoddlesden Music Development Plan can be found on our website by following this link- [school-music-development-plan-24-25.pdf](#)



Implementation

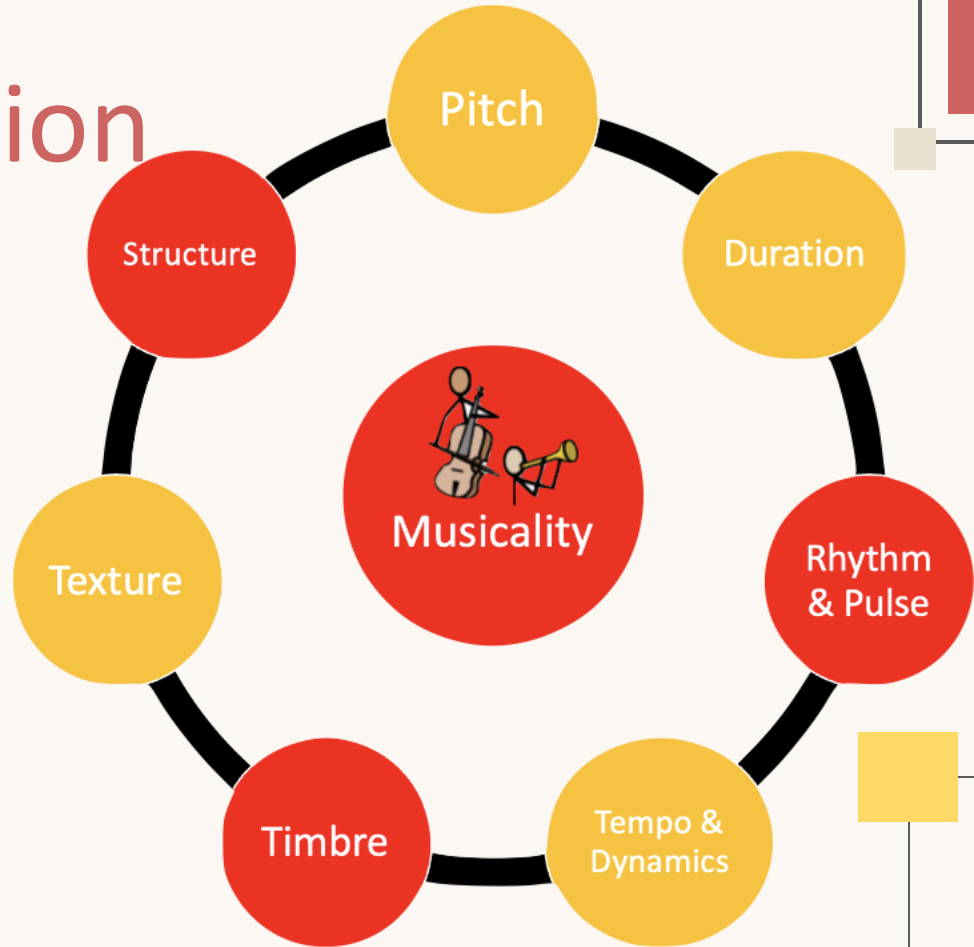
In order to achieve the stated outcomes, music at St Paul's is taught following our curriculum overview. Founded from the National Curriculum, skills and knowledge have been broken down and disseminated across the key stages. Specialist Music leads support in the sequencing, CPD and confidence building of music. In addition, CUSP has provided teachers with support for each year group in school. A specialist, peripatetic music teacher is employed on a 0.2 basis each week, providing specialist CPD to teachers and supports the teaching in each class in half termly blocks. This specialist provision provides high quality instrument tuition across EYFS, KS1 and KS2.

Peripatetic music teaching is provided by a specialist music tutor. Parents/Carers who want their child to benefit from the scheme can purchase or hire an instrument and pay annually each September for their child to take part in music lessons. Peripatetic teachers support in the delivery of small group piano/keyboard, guitar and ukulele.

Each year group on CUSP has 6 components / blocks across the year and each block has 5 weeks of teaching planned out. Each lesson is 60 minutes long. Any extra time within the half term is dedicated for consolidation, revisiting or enrichment opportunities. There is a significant focus on revisiting throughout the curriculum with the aim of pupils mastering key knowledge and skills that can be built on as they move through the programme of study. Lessons are also adapted to include our Composer Explorer starter.

Implementation

Each unit has a focus on an aspect or aspects of 'Musicality' and this is discretely taught and discussed throughout the unit.



Implementation - EYFS



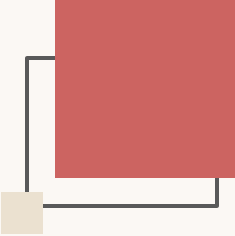
Music in the Foundation Stage

The different aspects of Music are encompassed within Expressive Art and Design in the Early Years Foundation Stage Curriculum, however elements can be found in other areas of learning. This curriculum lends itself to an integrated approach to learning, which enables foundation stage children to freely explore resources and pursue their own creative interests and talents in addition to planned learning experiences.

Music is a foundation subject within the Primary National Curriculum 2014. The subject content is divided into Key Stage 1 and Key Stage 2. Since the subject content covers several year groups, the subject overview details which aspect of the subject content will be delivered in specific year groups.



Implementation



Subject content in Key Stage 1

Pupils should be taught to:

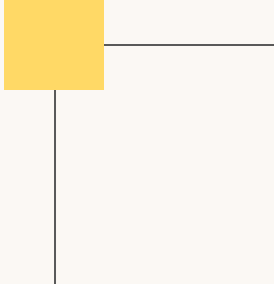
- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the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

Subject content in Key Stage 2

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.



Implementation - Curriculum

Overviews



Our school overviews for music provide teachers with a basis for their curriculum planning. The overview builds on prior learning and allows children of all abilities to develop their skills and knowledge in each teaching unit. The progression built into the overview of work means that children are challenged as they move through the school. The overview links directly to the National Curriculum and Model Music Curriculum. Teachers also have access to other ideas and resources such as CUSP Online Scheme and teachers are expected to adapt any published material to meet the pupils needs. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible.

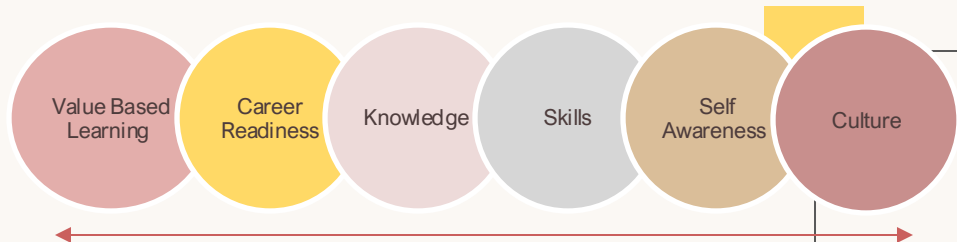
Music is planned in three stages; long term, medium term and short term. The long-term plan is put together by the Music Subject Leader and is presented as a curriculum overview, it maps out the topics studied in each term for each year group. Throughout each topic stated in the curriculum overview the knowledge skills and understanding set out in the National Curriculum is taught.



Implementation - Subject Mapping

Music Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CUBE	Native Narrative	Factual Footprints	Amazing Asia	Traditional Tales	Historical Heroes	Hoddlesden Globe
EYFS	See EYFS Curriculum					
Year 1	Being together in music	Introducing rhythm and pulse	Introducing pitch	Introducing tempo and dynamics	Exploring emotions through music	Experimenting with sounds
Year 2	Experimenting with sounds (2)	Being together in music (2)	Introducing rhythm and pulse (2)	Introducing pitch (2)	Introducing tempo and dynamics (2)	Exploring emotions through music (2)
Year 3	Introducing singing in rounds	Untuned percussion	The history of singing	Musical notation	Composition	Introducing timbre
Year 4	Untuned percussion (2)	Introducing texture	Musical notation (2)	The history of singing (2)	Composition (2)	Introducing timbre (2)
Year 5*	Untuned percussion (3)	Introducing structure	Musical notation (3)	Singing	Composition (3)	Improvisation
Year 6	Singing (2)	Music technology	Introducing structure (2)	Musical notation (4)	Composition (4)	Improvisation 2

[see our music page – click here](#)



Implementation – Inclusion



Everyone is entitled to access to the Music Curriculum, as appropriate to their age and stage of development. It is the responsibility of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstance have full access to the curriculum.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the activity to the ability of the child.

We do this in a variety of ways by:

- Setting activities for children which are open-ended and can have a variety of responses.
- Setting activities with of increasing difficulties for children who wish to broaden and deepen their knowledge.
- Grouping children by ability and setting activities to suit each ability group.
- Providing resources of different complexity depending on the ability of the child.

Our Hoddlesden St Paul's SEND quadrant outlines how the four areas of SEND are adapted for in Geography. This can be found on the following two pages.



Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include those with ASD, including Asperger Syndrome and Autism.

Adaptive Teaching Strategies :

- Chunking instructions within the lesson (giving multi-step instructions one step at a time) and simplifying language when needed
- Allowing children time to take in and make sense (process) what you are saying e.g. try waiting for 3, 5 or 10 seconds after you have given an instruction
- Checking that the child has understood what you have said e.g. "Tell me what you've got to do now"
- Repeating is usually more helpful than rephrasing
- Reduce pressure, demands and questions within the lesson
- Model turn-taking if this is something you are expecting within your lesson
- Model words and phrases linked to the learning taking place
- Name focused objects and resources within the lesson
- Pre teach core vocabulary
- Teach words which will be useful to hear/see/say within the geography lesson
- Check children's vocabulary knowledge to ensure that the vocabulary to be pre-taught is at the right level
- Ensure that wherever possible vocabulary teaching involves direct experience of the words being taught
- If it's not possible to provide direct experience of the language being taught, use pictures, photographs, videos and visuals to support vocabulary learning
- Use visual task chart
- Use movement breaks
- Model correct grammar i.e. repeat back child's sentence using the correct grammar

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary

Cognition and Learning

Children who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties (SpLD). For example dyslexia, dyscalculia and dyspraxia.

Adaptive Teaching Strategies :

- Focus on quality rather than quantity
- Use visual support to remain on task and provide suitable rewards on completion
- Use appropriate language to explain the task and model the task first
- Abstract thinking may be challenging – use visuals and concrete resources to support learning taking place
- Use of a task tick sheet or work tray to support completion of work
- Provide clear expectations for learning task
- Re-visit concepts to make sure the learning is secure - repetition
- Try to make this is engaging as possible
- Use photographic, video and audio as an alternative method of recording
- The use of ICT can assist.
- Language used at an appropriately differentiated level
- Use a multi-sensory learning approach to learning
- An area of low distraction may benefit the pupil for shorter periods of work – work station
- If Makaton support is required, a member of staff to be trained to deliver
- Support the understanding of language and core vocabulary with visuals and concrete objects
- PTV (Pre-Teaching Vocabulary)
- Chunk tasks again so that they are not overwhelming
- Ensure that the board/worksheet is not cluttered
- Break the instruction down to begin with, support with visual shorthand if needed
- Use task boards and/or visual shorthand to support each step
- Use markers to indicate the start and the end

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, multi-sensory opportunities throughout lessons, work station, identified pre-teach vocabulary, reduced visual and auditory clutter within learning experiences, taskboards, markers, overlays, preferred coloured paper to complete tasks on, a range or writing tools available.

Social, Emotional and Health Difficulties

Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours. The code states these behaviours may reflect underlying mental health difficulties. For example, anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Adaptive Teaching Strategies :

- Reduce the task demands in terms of time or number of items
- Provide an attachment figure who can be encouraging, warm and positive.
- Teach 'getting what you need and getting started on work' and offer attractive and motivating rewards. Rewards need to be available every time and be easy to get, with some visual support if rewards are given later e.g. marbles in a jar, tokens collected, symbols on a chart
- Help the child get used to adult demands through required helpfulness. Start with requests the child will have no objection to doing and might even like.
- Reward working independently and be very pleased that they did so well, even if only for a short while
- Provide a sensory timetable which regulates sensory input for the child and programs activities so that what the child is currently doing prepares them for the next activity
- Have a place of safety available e.g. calm area, book nook, quiet space
- Model turn-taking and familiarise children with activities/tasks
- Ensure children understand what is being asked of them
- Use visual task charts and encouraging verbal prompts
- Break down tasks into manageable chunks

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary, staff available, sensory timetable, safe space

Sensory and/or Physical Needs

This includes children with a disability that prevents or hinders them from making full use of general educational facilities. For example, those with visual or hearing impairments, multi-sensory impairments, and/or physical disabilities.

Adaptive Teaching Strategies :

- Provide regular motor breaks e.g. jobs that allow movement around the room
- Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc.
- Use of non-slip mats to secure books and equipment
- Use technology to support learning
- Highlight information to be copied
- Reduce the amount to be copied – copy only what is necessary
- Strategies to promote improved visual perception
- A multi-sensory approach to teaching and learning and knowledge of the child's preferred learning style
- Reduce task to the essential key information required from the child or give sufficient time to complete tasks so that the children experience achievement
- Provide flexible, adult assistance as necessary to access the curriculum, manage their condition, or move with safety around the environment
- Consider the pace of lessons to take account of fatigue
- Appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing

Resource Adaptations :

Widgit, Clicker, physical resources linked to topic of learning, identified core vocabulary for each geography topic, planned direct experiences, visual task charts, planned movement breaks, visual shorthand, ICT equipment, modelling of tasks, identified pre-teach vocabulary, staff available, sensory timetable, safe space, non-slip mats, print outs of what is being displayed on the board

Alongside the adaptive teaching strategies above we use the BwD graduated response in mainstream schools document and the graduated response in early years document to support us further in meeting our children's needs.

https://search3.openobjects.com/mediamanager/blackburn/directory/files/graduated_response_in_early_years_2022_2.pdf

[graduated_response_in_mainstream_schools.pdf \(openobjects.com\)](#)

Implementation



Cultural Capital & Enrichment Opportunities

School provides opportunities where appropriate for educational visits throughout the pupils' time at St Paul's C.E Primary School to enhance children's learning.

Resources

1. There are a range of musical resources across school for Teachers and pupils to access.
2. The Early Years Foundation Stage have a range of musical resources within the classroom for pupils to explore and engage with throughout the school day.
3. Within school we have a music trolley which is located in the cupboard in the school hall which contains a range of musical instruments. A full class set of glockenspiels, djembe drums and ukuleles can be found in the PPA and management room cupboards. Performances, plays, teaching resources and musical instruments booklets which are also located in the library cupboard, CD's and song booklets which are located in the school hall and each teacher has access to the online resource Charanga Musical School.



Implementation

Co-curricular Opportunities



**ROCK
STEADY™**

Rock Steady Bands

Weekly lessons
Termly concerts



Choir

Weekly

Young Voices

Christmas Charity Concert



Guitar lessons
Weekly lessons
Termly concerts



Keyboard lessons

Weekly lessons
Termly concerts



Ukulele Choir

Weekly lessons



Implementation



Ukulele Ensembles

Each class with Matt
Richards on a
rota



Singing Worships

Weekly



EYFS Nativity

Annually

KS2 Carol Concert

Annually



KS1 Nativity

Annually



Panto with an orchestra

Annually



On behalf of ELHT&Me, we want to express our heartfelt thanks to the pupils and staff of your school for taking part in our Christmas Choir events at Royal Blackburn Hospital this year.

Your beautiful singing brought so much joy and festive cheer to our patients, staff, and visitors—it truly brightened their day! ☀️

We're thrilled to share that your school raised an incredible £211.32! 🎉 This will go directly toward supporting your local hospitals, making a meaningful difference in the lives of many.

Thank you for your time, effort, and kindness. We hope you enjoyed the experience as much as we did and look forward to welcoming you again next year!

✨ #FestiveCheer #ELHTandMe #ThankYou



The Role of a Governor



Roles and Responsibilities of the Governors

Hoddlesden St Paul's CE Primary has a designated link governor who meets with the music lead at least once a year to find out about:

- progress towards whole school improvement priorities.
- the school's systems for planning units, supporting staff and monitoring progress.
- the allocation, use and adequacy of resources.
- the attainment and progress of all children.
- the children's experiences of music and attitudes towards the subject.

The curriculum governor will report back to the governing board.

Impact – Assessment, Recording & Reporting



Assessment is used to inform future planning and to provide information about individuals throughout their time at St. Paul's.

Progression and competence in Music skills is assessed through observation of pupils during musical activities, conversations about musical activities with pupils and musical performances. At the end of each unit of work, teachers will make a summative judgement of children's progress in relation to age related expectations and the learning objectives for the unit of work. The use of PLPs and retrieval questions also heavily support and impact assessment.

Teachers report the progress of children annually to parents.



Impact – Monitoring & Review



The subject leader for Music is responsible for monitoring teaching and learning of Music across the school. This is carried out through lesson observations, conversations with pupils and teachers and scrutiny of topic books and video/picture evidence.

In conjunction with the Head Teacher, the Music Subject Leader is also responsible for effective use of the school's Music budget and the training and development of staff.

A subject development plan is written and carried out annually by the subject leader. Annual reviews and policies and planning are also carried out by the subject leader.



Music Impact Statement 23-24



At St Paul's Hoddlesden, our commitment to providing a high-quality music education has led to significant changes this year as we transitioned from the Charanga scheme to the CUSP music curriculum. This decision was driven by pupil feedback and teacher discussions, highlighting the need for a curriculum that better meets the needs of our staff and pupils. Following a successful trial period, we found that CUSP effectively supports the development of key musical skills, including notation and musicianship, in a more robust and structured way.

The CUSP curriculum has proven to align well with the principles of the Model Music Curriculum, ensuring that our pupils are receiving a comprehensive and progressive music education. Pupils are now gaining a deeper understanding of musical theory, including reading and writing notation, which is building a solid foundation in musicianship across all year groups. The structured approach of CUSP has enabled our staff to deliver high-quality lessons with increased confidence and clarity.

Beyond the classroom, we offer a diverse range of co-curricular opportunities to enrich our pupils' musical experiences. These include keyboard and guitar lessons, Rocksteady band sessions, ukulele groups, and a school choir. These activities allow pupils to explore their musical interests, develop performance skills, and gain confidence in expressing themselves through music.

A highlight of our music offer was a whole-school trip to the orchestra, where pupils experienced the thrill of live music and observed the instruments in action. This experience broadened their appreciation for different musical genres and deepened their understanding of orchestral music.

The impact of these changes is evident through pupil engagement and enthusiasm in music lessons and activities. Feedback from both pupils and staff indicates that CUSP has successfully enhanced the development of core musical skills, while the variety of co-curricular opportunities has inspired greater participation and enjoyment in music.

Through these initiatives, St Paul's Hoddlesden ensures that every pupil has the opportunity to develop their musical potential, fostering a love of music that will enrich their lives both inside and outside the classroom.

Impact – Pupil Voice

I love using the iPad to become composers and compose our own pieces of music. I just made one which represented a stormy sea using the minor scale.
- Eliza Year 6

I learn lots of new songs. It is nice to sing and I like singing for other people and hearing them sing too. I am really good on the glockenspiel now too. I can keep the beat like a pro!
- Louie Year 1

Music is a way of filling each other's buckets. It is a good way to express your feelings if it is hard to talk about them too.
I am grateful for the music opportunities at school.
- Jacob Year 4

I loved learning about Tchaikovsky the most. I loved learning about the different instruments used to create the Nutcracker.
- Samuel Year 3

Impact – evidence

Each week, evidence from the music lesson is recorded in the floor book. Additional enhancements such as Nativities, concerts etc are all recorded in here too. These are displayed in classrooms. This may look like pictures, notes, QR codes etc. Evidence is also published on the website and on our Facebook page.



HODDLESDEN
ST PAUL'S
CE PRIMARY

