



Music Policy

September 2025

Approved by the Governing Body Strategy Group 18/09/25

**This Policy is due for renewal in Term 1
2028–29**

MUSIC POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – AIMS AND OBJECTIVES

INTENT (as displayed on our school website)

At Godinton Primary School, we are passionate about the teaching and learning of music. Music plays an important and consistent part in the life of the children. At Godinton, we aim to teach high quality music lessons that engage and inspire pupils to develop a love of music to help increase their self-confidence, creativity and sense of achievement as musicians. As pupils progress through the school, they develop critical skills within music, allowing them to compose and perform with an increased awareness of the steps and skills involved within this process. We wish to give every child the opportunity to experience and enjoy music through a variety of fun and engaging opportunities. We also aim to promote pupils' social, cultural, spiritual and global development through music.

As part of our Guiding Stars curriculum, Art, Design Technology and Music are the leading light subjects for 'Creative Thinking'.

Within these curriculum areas, the children learn how to manipulate sound, media and materials to respond to different stimuli in interesting and innovative ways and they capture ideas in visual or audio form. The children learn how to make prototypes to test ideas. They come up with new solutions and are not afraid to adopt a trial and error approach, thinking outside the box and evaluating success and looking for ways to improve. The children enjoy collaborating in order to make the best of everybody's ideas and discover how famous artists, architects and musicians paved the way with new ideas and discoveries.

2 TEACHING AND LEARNING STYLE

2.1 At Godinton Primary School we try to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate and identify different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to increasingly complex pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children how to work with others to make music and how individuals work together to make sounds. They learn to use some musical notation and work both individually and collaboratively to compose music.

2.2 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 task to the ability of the child. Staff draw on a variety of strategies including:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support the work of individuals.

SECTION THREE – MUSIC CURRICULUM PLANNING

3.1 Our Curriculum implementation policy is below. This information is also provided on our school website:

IMPLEMENTATION

At Godinton Primary School, our music curriculum ensures children sing, listen, play, perform and evaluate a wide range of musical genres. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. We have adopted the musical scheme ‘Charanga’, which is specifically designed for primary schools, to support teachers in the delivery of our music curriculum. With the support of Charanga, teachers are able to deliver inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.

The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is composed, played, appreciated and analysed. In the classroom children, have access to tuned and percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Singing also forms a core part of the curriculum.

Each term all of our children are given the opportunity to perform a piece of music from their current term’s unit of study during our Charanga Showcase Assemblies. The assembly is led by our music co-ordinator who will also share key facts about the musical piece being performed by the class and will lead discussions regarding the structure of the musical composition.

Alongside the Charanga Units, our children develop their playing skills with a different instrument focus in each year group. In year 1, the focus is on glockenspiels, Year 2 Boomwhackers, Year 3 recorders, Year 4 ukuleles, 5 ukuleles (further developing skills from

Year 4) and year 6 djembes.

We hope that by introducing our children to these instruments, they will be inspired to learn how to play other instruments and may take up musical instrument tuition as led by peripatetic music teachers who work in the school.

Our children have the opportunity to participate in musical events outside the school such as collaborative concerts with other local schools or visits to musical productions. Annually, our Key Stage Two choir participates in the 'Young Voices' choir held at the O2 – an amazing experience!

3.2 Our school uses the Charanga Music Scheme as the basis for its curriculum planning which links with objectives from the National Curriculum and develops the children's key music skills. The scheme is progressive with skills building from one year group to the next.

3.3 The scheme provides plans for lessons that can be followed and adapted by the teachers. A record is kept of what has been taught so that coverage can be tracked.

3.4 Where possible teaching staff look for opportunities to make cross-curricular links in which music is linked to other subject areas.

SECTION FOUR – ADDITIONAL MUSIC LESSONS

4.1 The school actively looks for opportunities for children to study a musical instrument with peripatetic teachers, however these opportunities are not always readily available. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are currently taught to small groups of children who have chosen to learn guitar. A variety of instrumental lessons, such as violin, cello or flute could be arranged on request. This is in addition to the normal music teaching of the school, and usually takes place during curriculum lessons from which children are withdrawn for the duration of the instrumental lesson.

4.2 In the past we have also taken advantage of the funding provided through the Kent Music scheme in order to purchase musical instruments and teaching resources, also to enrich the cultural musical experiences offered through visiting musical companies. Kent Music no longer assists in funding but keeps us aware of opportunities in the area and we aim to fund visiting musicians for enrichment.

SECTION FIVE – FOUNDATION STAGE

5.1 The EYFS framework is structured very differently to the National Curriculum and it is organised across seven areas of learning rather than subject areas. Music appears under the specific area of **Expressive Arts and Design**, but it also features in the prime area of **Communication and Language**, and **Physical Development**.

In our Reception classrooms, Music is taught through a play-based approach, alongside more structured lessons. Children are provided with opportunities to explore, create, listen and move to music both inside and outside the classroom. Children are taught key skills such as finding a pulse, using high and low voices, and copying rhythms through our delivery of the 'Charanga' music scheme. A love of music is instilled in our children from the moment they arrive at Godinton, through their exposure to traditional nursery rhymes and energetic action songs. A range of musical instruments are readily available for the children to compose and perform their own pieces both individually or collaboratively with their peers.

It is our aim that when children at Godinton Primary School finish their first year at school and move into Year 1, they will be able to:

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

SECTION SIX – THE CONTRIBUTION OF MUSIC TO TEACHING IN OTHER CURRICULUM AREAS

6.1 Learning Adventure

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. In addition, music is used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 Information technology (IT)

ICT is used in music where appropriate. Charanga is a web-based programme. All teachers have access to a selection of songs from 'Sing Up'. There may be occasions when older children use ICT in music to enhance their research skills through the Internet or composition using the Purple Mash Scheme.

6.4 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful

public musical performances is sometimes one of the most memorable things young people do at school.

6.5 Spiritual, moral, social and cultural development / British Values

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at Godinton Primary School have the opportunity to encounter music from some other cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

6.6 Opal Play

During lunch breaks, as part of our Opal Play provision, children have a variety of opportunities and equipment to enhance their play. This includes a Music space which has percussion and stringed instruments and pretend microphones. We have a stage area and opportunity for children to play music CDs. This helps to develop music creativity.

SECTION SEVEN – TEACHING MUSIC TO CHILDREN WITH ADDITIONAL EDUCATIONAL NEEDS

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for them.

SECTION EIGHT – ASSESSMENT AND RECORDING

8.1 Teachers provide verbal feedback to the children on a regular basis. Feedback is also given by the music coordinator to all year groups following each Charanga Showcase assembly. Teachers assess children's work in music by making informal judgements as they observe them during lessons. Online Charanga quizzes may be used to inform pupil assessment and inform future planning.

8.2 End point assessments are used to identify children who have met, exceeded or who are working towards the key end points identified for the subject. These assessments are recorded on Arbor. The music coordinator has full access to all year group assessments held on Arbor so that data can be used for monitoring the coverage and standards of attainment in Music.

8.3 At Godinton Primary, we issue three pupil reports per academic year. Effort in Music is reported to parents three times per year with pupil attainment shared with parents in the Spring and Summer reports.

SECTION NINE – RESOURCES

9.1 There are sufficient resources for all music teaching units in the school. We keep resources for music in a central store, which includes a good variety of musical instruments.

9.2 The school accesses some support from Kent Music, including ‘Sing Up’ membership to enhance the children’s musical education. This is applied for on an annual basis, subject to the school music coordinator completing the Kent Music Survey. The collective data on music in schools is shared with Government education departments.

Resources Godinton fund:

- Charanga which empowers teachers to teach music in an interactive way across all year groups.
- Replacing broken / or providing new instruments to be used during music lessons.
- Offering musical experiences to whole school or larger groups of children.
- Opportunities available from Kent Music e.g. interschool singing days, orchestral performances etc.

Not all of the above will necessarily happen every year but are considerations for how the school music budget allocated should be best spent. The school has an accredited teacher to deliver ukulele tuition, however in the future, if there is no accredited teacher to teach the whole class instrumental lessons, Kent Music would provide or fund a peripatetic teacher.

SECTION TEN – THE SCHOOL CHOIR / ORCHESTRA AND MUSICAL EVENTS

10.1 We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. Although our primary aim is to enable children to enjoy singing and playing together, the children also have the opportunity to perform in public on a number of occasions throughout the year, for example at the Christmas carol concert.

10.2 All year groups perform in Charanga assemblies 3 times a year, to share what they have learnt with the rest of the school.

10.3 Children taking part in whole class instrument lessons are given the opportunity to perform in an assembly to the rest of the school.

10.4 Children having private music lessons during the school day, perform in the music showcase concert to share their achievements with parents.

10.5 Children from Godinton sing at various events throughout the year for example; Young Voices Concert, Carol Singing with our neighbours from local retirement flats and raising funds for charity through Carol Singing in the town centre.

SECTION ELEVEN – EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION TWELVE – CHILDREN IN CARE As for all our pupils, Godinton Primary School is committed to helping every Child in Care to achieve the highest standards they can. Staff are aware that Children in Care can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Godinton Primary School will support Children in Care with their participation in additional peripatetic music lessons should they wish to learn an instrument.

SECTION THIRTEEN – MONITORING AND REVIEW

The implementation of this policy is monitored by the Headteacher. This policy is reviewed every two years or sooner if required.

The music subject leader has an understanding of the quality of teaching music, and is involved in supporting colleagues in the teaching of music and sharing current developments in the subject. The music subject lead attends an annual music CPD with Kent Music, in order to keep up to date with the subject.