



# Music Policy

MARCH 2026

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## Rationale

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. We provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms.

## Aims and Objectives

Our aims and objectives in the teaching of music are to enable the children to:

- explore how sounds are made and can be organised into musical structures;
- know how music is produced by a variety of instruments;
- know how music is composed and written down;
- understand the relevance of when, where and why a given piece of music was written;
- develop the interrelated skills of composing, performing and appreciating music.
- show an appreciation and respect for a wide range of musical styles from around the world

Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills.

## Teaching and Learning Style

At Langford Village Academy we 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 to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop

descriptive skills in music lessons when learning about how music can represent feelings and emotions. We also teach children how to work with others to make music and how individuals combine together to make sounds. We also teach them simple musical notation and how to compose music.

We recognise that in all classes children have a wide range of musical ability and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting 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 or groups of children.
- having a singing assembly each week, to learn new songs and enjoy singing

## Additional Music Teaching

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Parents and Carers who want their children to learn an instrument with a peripatetic teacher must pay the additional music lesson fee on a termly basis. These lessons are normally taught to individual children who have chosen to learn one of these instruments: piano or ukulele. This is in addition to the normal music teaching of the school and usually takes place during normal lessons, from which children are withdrawn for the duration of the instrumental lesson.

## Music Curriculum Planning

At Langford Village Academy we follow the exciting and engaging Kapow scheme of work for music, which provides full national curriculum coverage across KS1 and KS2.

The scheme of work covers:

- Performing
- Listening
- Composing
- The History of Music
- the inter-related dimensions of music.

These strands are woven together to create enriching and engaging learning experiences for all pupils. Each Year group has units of work to follow across the year, with each unit being made up of 5 lessons that combine the above strands with a cross-curricular topic. Through the use of this scheme children will be taught how to sing expressively and fluently, are given the opportunities to play tuned and untuned instruments, and will learn to recognise the dimensions of music such as pitch, duration, tempo, timbre, structure, texture and dynamics and learn how to use these in their own compositions and improvisations.

In the Early Years, Music is interwoven with the topic-based learning, which follows EYFS curriculum area of learning Expressive Arts and Design. The children are taught to sing a wide variety of songs which link to the chosen Topic of learning and also Literacy and Maths. Children are also encouraged and supported to explore instruments (tuned and untuned), and create their own songs and music during their child-initiated learning time.

## Cross-Curricular Links

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. Music can also be used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns, sequences and processes.

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to 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.

Creating, performing or listening to 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 Langford Village Academy have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, are supported in their development of a positive attitude towards other cultures and societies.

IT enhances the teaching of music, where appropriate, in all key stages. Children can use computer programs to compose music and the internet to enhance their research skills. They

can listen to and engage with music on the Internet. Children also use IT to support the improvement of their performances, by allowing the children to record, evaluate, amend and improve the performance of their work.

## Health and Safety

Teachers should have due regard for these issues and encourage the children to work carefully and have a knowledge of the equipment that will prevent dangerous mishandling of instruments.

Where children are to participate in activities outside the classroom, e.g. in a musical festival at another school, we will carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## Music and Inclusion

At our school, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We do this by setting suitable learning challenges and responding to each child's different needs.

## Assessment for Learning

Children demonstrate their ability in music in a variety of different ways. We assess children's knowledge and understanding by questioning, listening and observation of performance in class as an ongoing process. Evidence may be in books, on display or shown as models. Recording performances is an excellent means of keeping evidence within this subject.

Pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher highlights what has been taught to ensure all objectives from the National Curriculum are covered by the end of each Key Stage.

## Resources

There are sufficient resources for all music teaching in the school. We keep musical instrument resources in the hall.

## Monitoring and Review

The coordination and planning of the music curriculum are the responsibility of the Music Coordinator who:

- supports colleagues in their teaching, by keeping informed about current developments in music and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's work, and to observe music lessons across the school.

The quality of teaching and learning in music is monitored and evaluated by the Principal as part of the school's agreed cycle of lesson observations.

## Intended Outcomes

- To develop control and understanding of duration, pitch, tempo, timbre, texture, dynamics and structure.
- To communicate musical ideas to others.
- To improve instrumental and vocal techniques.
- To listen with sustained attention
- To be able to sing and play from memory

## Implementation and Review

This policy will be made known to all staff, parents/carers and governors, and published on the academy's website. Copies are also available upon request from the academy office. This policy will be reviewed every 3 years or as required.

Written by:	B Jones	Date: 12/3/2026
Agreed by Principal:		Date: 24-3-26
Ratified by Governors:		Date May 2026
Staff read and agreed		Date: May 2026