



MUSIC POLICY



Policy Updated: April 2026

Future Review: April 2029

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Committee: LGC

Version: 1.4



*"Small school, big hearts.
Wise, responsible, kind like the Good Samaritan."*

Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we would want to be loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 2 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.

Rationale

Music gives children a means of expressing and communicating feelings. It is a skill for life and has an important role in the development of the whole child, bringing enjoyment, satisfaction and confidence. Music is for all children through active involvement, developing skills both in their own right and through links with other curriculum areas.

The National Curriculum purpose of study states: "Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon."

Curriculum Intent

At Buckland School our intention is that all children develop a relationship with music from an early age through a wide range of genres and time periods. Pupils develop the ability to listen to, respond to and evaluate a variety of music types in detail. Children should sing, play and compose using their musical skills, experience and knowledge and should have the opportunity to participate in a range of music-based activities both in the classroom and at wider events. Pupils develop an understanding of the important role music plays within different cultures, communities and historical contexts and broaden their musical experiences through interactive learning opportunities, visiting workshops, peripatetic teaching and performance opportunities.

- To develop pupils' musical knowledge, understanding and skills through listening, appraising, singing, performing, improvising and composing.
- To provide opportunities for pupils to experience and appreciate music from a wide range of genres, cultures, traditions and historical periods.
- To encourage pupils to express themselves creatively and communicate ideas and emotions through music.
- To support pupils in revisiting and deepening their musical understanding over time, enabling secure knowledge, fluency and progression.
- To provide all pupils with opportunities to play and explore instruments within class music lessons, including the development of notation-reading skills through practical and digital resources.
- To encourage and support pupils in accessing individual instrumental and vocal tuition where possible.
- To provide regular opportunities for pupils to perform both individually and collaboratively, developing confidence, ensemble skills and musical independence.

Provision

All pupils at Buckland School are entitled to a high-quality music education from the beginning of their school journey and receive regular music teaching each week. The

school uses the Charanga Music Scheme as a resource to support the delivery of a broad, sequential and inclusive curriculum which reflects the aims of the National Curriculum and the principles outlined in Ofsted's *Striking the Right Note*.

Music teaching is practical, engaging and progressive, enabling pupils to develop their musical knowledge and skills through singing, listening, composing, improvising, performing and appraising. The interrelated dimensions of music are woven throughout the curriculum to support pupils in becoming increasingly confident and fluent musicians over time. Whole-school singing takes place weekly and forms an important part of musical development and community participation.

Learning an instrument is actively encouraged both in and out of school. Buckland School benefits from a strong team of peripatetic music teachers who currently offer piano and vocal tuition from Years 1 to 6. Pupils are given regular opportunities to perform and share their musical learning through class assemblies, concerts, productions, church services and community events. Twice-yearly concerts organised by peripatetic staff celebrate musical achievement and participation across all levels of ability.

The whole school participates in an annual Summer Production, providing opportunities for pupils to develop confidence, creativity and performance skills. Throughout the year, pupils also experience workshops, live performances and theatre visits which broaden their cultural understanding and musical appreciation. The school regularly participates in the Cambrian Learning Trust Festival of Performing Arts and offers additional enrichment opportunities including African and Samba drumming workshops and iSingPOP vocal and choreography sessions, which culminate in performances for parents and the wider school community.

Approaches to Musical Learning

Music learning at Buckland School is practical, inclusive and exploratory. Pupils work individually, collaboratively and as part of whole-class ensembles, developing confidence through active participation and first-hand musical experiences. Children are encouraged to experiment with sound, use musical vocabulary accurately and reflect on their learning through discussion, peer feedback and teacher guidance. These experiences support pupils in developing creativity, resilience and increasing musical fluency over time.

Inclusion, Progression and Challenge

At Buckland School, all pupils are entitled to access a broad and inclusive music curriculum regardless of background, prior experience or additional need. The school is committed to ensuring equality of opportunity within music education and, where possible, financial support may be available to enable pupils to access instrumental tuition.

Teachers recognise that pupils begin their musical journey with differing experiences, skills and interests. The music curriculum is therefore designed to be progressive,

enabling all pupils to develop increasing confidence, knowledge and musical fluency over time. Through classroom teaching and wider musical opportunities, learning is adapted and appropriately scaffolded to support, challenge and extend pupils according to their individual needs and abilities.

Pupils with particular musical interests or talents are encouraged to develop and share these within the school community. Opportunities to perform, both individually and collaboratively, are provided throughout the year through lessons, assemblies, concerts, productions and community events.

Facilities

Music lessons take place in classrooms, the music room and the school hall, enabling pupils to participate in a range of practical and performance-based activities. Pupils have access to a variety of tuned and untuned percussion instruments, keyboards, audio equipment and digital technology to support composing, listening, performing and recording activities. Resources are organised to ensure all pupils can participate fully in musical learning.

Curriculum Planning and Progression

The school uses the Charanga Music Scheme as a resource to support the delivery of a broad, sequential and progressive music curriculum. The curriculum is carefully planned to ensure continuity, progression and the secure development of musical knowledge, understanding and skills across the school. Long-term planning identifies the development of key musical concepts and vocabulary, while medium-term planning ensures pupils revisit and deepen their understanding over time.

In line with the National Curriculum and Ofsted's *Striking the Right Note*, music teaching focuses on developing pupils' musical understanding through practical engagement with listening, singing, performing, improvising, composing and appraising. The interrelated dimensions of music are woven throughout the curriculum, enabling pupils to make connections between musical concepts and apply their learning with increasing confidence and fluency.

Musical Learning

The music curriculum supports pupils in developing as musicians through:

- singing and vocal work
- listening and appraising
- playing tuned and untuned instruments
- improvising and composing
- performing individually and collaboratively
- developing musical notation and vocabulary
- understanding musical traditions, genres and styles from different times and cultures

Singing forms a central part of musical learning at Buckland School and is embedded throughout the curriculum. Regular singing supports the development of pitch awareness, musical memory, listening skills and ensemble performance. Pupils

develop control of pulse, rhythm, pitch, dynamics and expression through regular vocal work and collaborative music-making.

Pupils also develop understanding of key musical concepts including:

- pitch
- pulse and rhythm
- tempo
- dynamics
- timbre
- texture
- structure
- notation
- expression and articulation

These concepts are revisited progressively throughout the curriculum so that pupils build secure musical knowledge and apply it practically within a range of musical contexts.

Wider Development through Music

Music contributes positively to pupils' wider personal development. Through collaborative music-making and performance opportunities, pupils develop confidence, resilience, creativity, communication skills and respect for the contributions of others. Music also supports listening skills, self-expression, co-ordination, cultural understanding and the ability to work both independently and collaboratively.

Musical Progression through the School

The music curriculum at Buckland School is designed to provide a coherent and progressive journey of musical learning for all pupils. Pupils develop increasing knowledge, skills and understanding across listening, singing, performing, composing, improvising and appraising, in line with the National Curriculum for Music and the principles outlined in Ofsted's *Striking the Right Note*.

Learning is sequenced to enable pupils to revisit and deepen key musical concepts over time, supporting growing confidence, fluency and independence as musicians. Music lessons remain flexible and responsive to pupils' needs and interests and, where appropriate, make meaningful links with other curriculum areas.

Teachers adapt learning to provide appropriate support and challenge for all pupils. This may include differentiated instrumental parts, scaffolded activities, opportunities for leadership, the use of notation and extension through independent or collaborative musical tasks. Pupils are encouraged to develop their individual strengths and creativity while participating fully in shared musical experiences.

In addition to the structured curriculum, pupils are given opportunities to apply and develop their musical skills through cross-curricular learning, performances, productions and enrichment activities, helping them to make meaningful connections within their learning and the wider world.

Assessment and Communication with Parents

Assessment in music is ongoing and embedded within practical musical learning. In line with Charanga guidance and Ofsted's *Striking the Right Note*, teachers use observation, discussion, performance, composing and listening activities to assess pupils' developing musical knowledge, skills and understanding. Feedback is predominantly verbal and immediate, enabling pupils to refine and improve their work during lessons. Pupils are encouraged to reflect on their own learning at the end of lessons and identify areas where they may need further support; this self-assessment helps teachers adapt future planning to ensure progression and access for all pupils. Ongoing observations of group work, singing, instrumental skills and musical responses inform teaching throughout the year, while peripatetic music teachers also provide feedback to parents regarding individual progress and achievement.

The Music Co-ordinator is available to speak with parents by arrangement, and peripatetic staff can be contacted by telephone or email and are available for appointments when requested.

Resources and Teaching

Buckland School delivers a broad, progressive and engaging music curriculum across the Foundation Stage, Key Stage 1 and Key Stage 2. Music teaching is practical and inclusive, with opportunities for pupils to sing, listen, compose, improvise, perform and appraise across a range of musical styles, genres and traditions. Where appropriate, links are made with wider curriculum themes to provide meaningful contexts for learning.

Singing is central to musical learning at Buckland School. Pupils regularly participate in singing activities through class lessons, assemblies and performances, developing confidence, expression and vocal skills. Regular singing also supports the development of pitch awareness, musical memory, listening skills and ensemble performance. A range of songs, hymns and musical styles are used to broaden pupils' musical experiences and cultural understanding.

Through the music curriculum and other listening resources, pupils are exposed to a wide repertoire of music from different times, cultures and genres. Pupils are encouraged to listen critically, identify instruments and musical features, and use appropriate musical vocabulary to discuss and evaluate music. Staff receive appropriate training and support to ensure the effective delivery of the music curriculum.

Pupils have access to a wide range of tuned and untuned percussion instruments, including glockenspiels, drums, chime bars, keyboards and other classroom percussion instruments, enabling all pupils to participate fully in practical music-making. Resources are selected to support the development of musical knowledge, ensemble skills, creativity and understanding of different sounds and timbres.