



Parkland
Primary School

Learning together

Music

Subject Policy

Subject Leader: Anna Parsons

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Rationale

This policy outlines the intent, implementation and intended impact for the teaching, leadership, and assessment of Music at Parkland Primary School. The school's policy for Music follows the 2021 Model Music Curriculum and the Early Years Foundation Stage Framework.

Our Mission

At Parkland Primary School, we believe that every child in our school community should have *Limitless Learning* opportunities. We all have the ability to succeed and our school works hard to ensure that our pupils can *Discover their Potential*.

Our Values: Grow, Believe, Achieve, Succeed

Intent

At Parkland Primary School we have worked together to create a shared language for learning (Appendix 1).

Underpinning this and all curriculum design is our whole school definition of learning:

'Learning is the process of building on and strengthening the connections in your brain.'

A high-quality music curriculum should engage, inspire, and motivate pupils to develop a love of music and their talents as composers and musicians. It is a vehicle for personal expression, increasing self-confidence, creativity and sense of achievement, and thus plays a significant role in the personal development of pupils. As pupils progress, they should develop the skills and knowledge needed to compose, perform, and appreciate music across a range of historical periods, genres, styles, and traditions. Thinking critically will allow them to review and evaluate their developing and growing musical knowledge and skill set. By using the 2021 Model Music Curriculum (MMC) to inform subject knowledge and planning, pupils are exposed to a vast repertoire, from classical to popular music, from all around the world.

Aims of the music knowledge-led curriculum:

- **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 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.**

At Parkland Primary School, teachers work collaboratively using subject progression maps and knowledge mapping to coherently plan and sequence learning journeys designed to allow our pupils to gain cumulatively sufficient knowledge to ensure they are ready for the next stage of their education.

Curriculum Drivers

At Parkland Primary School, through the delivery of a high-quality knowledge led Music curriculum, we aspire for our pupils to be...



CONFIDENT LEARNERS through...

- Allowing pupils to have high aspirations and achieve their personal best.
- Providing exceptional opportunities for pupils' personal development.
- Developing the characteristics of confident individuals.
- Providing blended learning opportunities through the use of high-quality technology to support curriculum delivery



SUCCESSFUL LEARNERS through...

- Culturing a lifelong love of reading.
- Challenging, motivating, inspiring and leading pupils to a lifelong interest in learning.
- Preparing pupils for the next stage in their education and for the world of work.
- Providing the essential knowledge, skills and cultural capital they need to succeed in future learning and life.



RESPONSIBLE CITIZENS through...

- Promoting local, national and global awareness through the curriculum and understanding of their role in building a sustainable world.
- Promoting British Values to ensure pupils are fully prepared for life in modern Britain.
- Offering a wide range of rich experiences in the curriculum and wider curriculum for personal development.



Implementation

How music is planned and taught:

Teaching staff use the Leicestershire Music Hub (LMH) Primary Scheme of Work. Teaching staff use the online scheme of work, provided by LMH and its related resources to teach the subject. Staff teaching the subject have received specialised training allowing effective teaching of all aspects of the scheme. Each year group will use previous learning to inform the future, looking back on pieces of music covered in the past. This spiralled delivery of the curriculum, allows children to see their progression throughout the years.

This scheme aims to block learning and re-visits practice over time through a spaced practise approach (Learning Scientists, 2016) as research suggests this will lead to better long-term retention of knowledge.

As well as specifically planned music lessons throughout the year, children may appreciate music during weekly music assemblies. These assemblies are planned to expose children to a diverse range of music, whilst also allowing them to sing and experience music they already enjoy. Music assemblies explore genres of music that children might not have heard before. The assemblies explore the history of pieces of music as well as encouraging children to have diverse experiences, as mentioned in the MMC. There are opportunities for children to voice their opinions on new pieces of music and talk about them.

By taking part in music lessons and learning journeys within the classroom in addition to music assemblies, children are able to have multiple opportunities to listen to and appreciate music.

EYFS:

The EYFS Framework focuses the learning and development of children in the foundation years through seven areas of learning. The most relevant early years outcomes for Music are taken from the area of learning entitled, 'Expressive Arts and Design'.

Expressive Arts and Design: Being Imaginative and Expressive – Early Learning Goal:

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.

The knowledge and skills taught in EYFS feed into the Music curriculum and are accompanied by the LMH Primary Scheme of Work. These outcomes are solidified and developed further through children playing and exploring during continuous provision times in the day. Areas in the EYFS environment, such as the outdoor Music Area, offer children daily opportunity for this.

In EYFS, the music scheme creates opportunities for children to learn their own voice and body movements. Children can also take the time to listen attentively to music, exploring how it might make them feel and why.

KS1/ KS2:

At Parkland Primary School, the Creative Curriculum encompasses three subjects: Art and Design, Design and Technology, and Music. Each term, all pupils are taught one block of learning from the music curriculum. These blocks are;

- Pulse
- Voice
- Rhythm
- Pitch
- Technology, Structure and Form
 - 21st Century Music.

These blocks of learning allow the pupils the opportunity to develop their knowledge and appreciation of all aspects of the MMC, and to build on learnt aspects throughout their time at Parkland.

Key Stage 1

Pupils should be taught to:

- use their voice 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.

Key Stage 2

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.
- begin to use technology to explore composition of music.

Timetable

Music is taught every week at Parkland, mainly during PPA cover. Each unit of the LMH scheme is the focus of each half term. The lessons vary from 35-45 minutes and allow the pupils to fully engage in each lesson with clear structure throughout.

Music Assemblies

The Model Music Curriculum has a large focus on the listening and appreciation of music. With this in mind, pupils take part in a weekly Music Assembly that focuses on the appreciation of a variety of genres as well as giving them the chance to sing and perform to others. These are facilitated and planned by the music co-ordinator.

Effective teaching of Music

Parkland Primary School prides itself on being a research informed school. Following staff training on Rosenshine's Principles in Action (Sherrington and Caviglioli, 2019) schoolteachers are expected to actively present material and structure lessons using the ten principles of instruction below. These principles not only ease the memorising of information but allow pupils to understand it as an integrated whole, and to recognise the relationships between the parts. This **does not** mean that every lesson needs to follow the exact structure or sequence, and this is **not** intended to be used as checklist for each lesson; these elements can occur at different points in a lesson, or over a sequence of lessons, and can be integrated in diverse ways and at different times.

Principles of Instruction:

1. **Daily Review** – lessons begin with a brief review of previous learning to re-activate recently acquired knowledge.
2. **Present new material using small steps** – recognise the limitations of the working memory by breaking down concepts and procedures into small steps.
3. **Ask questions** – teachers need to ask large numbers of questions to check for understanding
4. **Provide models** – a central feature of giving good explanations. These may include concrete models to aid abstract concepts, worked narrative examples modelling a process
5. **Guide student practice** – give time to guide student practice supported by modelling, corrective feedback, and re-teaching where gaps remain.
6. **Check for student understanding** – teachers use their questioning to ascertain from as many children as possible what they have understood? A range of questioning strategies below can be used to do this (see below).
7. **Obtain a high success rate** – teachers need to engineer a high success rate (around 80%) where children are reinforcing error-free, secure learning, improving fluency and confidence providing a platform for independent practice. However, it is still important pupils are challenged here (a success rate a 90%+ is too high).
8. **Provide scaffolds for difficult tasks** – temporary aids may be needed to support children in developing a level of independence but are withdrawn at the right point so that pupils do not become reliant upon them.
9. **Independent Practice** – here teachers need to construct learning so that students can do challenging things by themselves without help. It is important that the material that students practise is the same as during guided practise for the right levels of success to be secured
10. **Weekly and Monthly Review** – to ensure that previously learned material is not forgotten and break the forgetting curve. A variety of retrieval techniques can be used to do this.

Questioning Strategies used at Parkland Primary School:

- How do you know? Justify Why?
- What's the same? What's different?
- Mathematical Superheroes: Captain Conjecture, Ace Organiser, Canine the Convincer, The Classifier, The Specialiser, The Visualiser and Excellent Expressor
- Think – Pair – Share

- Cold call (no hands up)
- No opt out (bounce back if a child isn't able to answer initially)
- Probing questions (staying with a child to probe deeper to check understanding)
- Say it again better (ask children to rephrase answers a second time to build a deeper, high-quality answer)
- Agree, Disagree, Add your own... (to structure class discussion around a question)
- Whole class response: choral, whiteboard, ABCD, thumbs up + down for true or false

Inclusion and Equal Opportunities (challenge for all):

In line with our mission statement, we believe every child will have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning and an understanding of a sustainable world. Regardless of race, gender, cultural background, ability or Special Educational Needs or Disability.

If a child has a special educational need of disability, we will do our absolute best to ensure we meet that child's individual needs when accessing the Music curriculum. We follow the requirements set out in the SEND Code of Practice. If a teacher has concerns about the progress of a child, then they will communicate with the in school SENDCO to arrange appropriate assessment of need and set up personal provision through initially writing a Personalised Provision Plan. In some cases, where the demands of the curriculum may be too much, this may involve the use of PIVATS targets to track small step progress for this child or differentiation within the classroom environment to meet the needs of that child.

Impact

Assessing Progress

Formative Assessment:

Pupils' progress will be assessed using regular formative assessment in lessons through strategies such as questioning, regular retrieval practice, independent learning tasks and assessment of work and feedback.

Each learning journey block is assessed formatively using a RAG rating scheme to focus on children who are not meeting Age Related Expectations. Teachers will use this assessment to supply further feedback or re-teach concepts where necessary to close gaps and ensure pupils have mastered the curriculum content at that point.

Summative Assessment:

Assessing long-term learning:

Skills will be sequentially re-visited and built upon due to the coherently planned and sequenced progression mapping across the school.

Tracking Pupil Progress:

Individual progress is reported to parents through two termly Parents' Evenings and an end of year report.

References:

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The Learning Scientists (2016). [Posters and Blogs]. Available at: <https://www.learningscientists.org> [Accessed 6 Sep. 2019].

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