



Music Policy 2025

Our vision for Music

Through a positive nurturing environment, we provide the opportunity for every child to reach their full potential. We embrace our key Christian values and ensure all children are ready for their next steps.

Introduction

At Newchurch St Nicholas CofE Primary School, we are committed to providing all children with a wide range of learning opportunities. We do this by following the Charanga music curriculum.

It's our intent that by the time every child leaves Newchurch St. Nicholas CofE Primary School they can feel as if they have found an area of the visual arts that is relevant and engaging to them – that might be through drawing, making, designing, or talking about art.

To achieve this, it's important that we create as many different kinds of opportunities as possible so that each child can find the thing which strikes a chord with them. That means covering lots of different disciplines, techniques, materials and approaches.

In practice, that might mean one day a child is practicing observational drawing skills, another day they are working from their imagination making larger-scale images, and another day they are discussing as a class how the context in which art is presented can change its meaning. The richness and relevance of experience makes learning memorable and impactful.

Aims

The aims of the National Curriculum for Music are:

- All pupils 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
- All pupils 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
- All pupils 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.

Curriculum

At Newchurch St. Nicholas, our Music curriculum is designed to provide all pupils with a rich, engaging, and progressive experience of music. We follow the Charanga scheme of work, which offers a clear and structured approach to teaching music across the primary phase.

The Charanga scheme is built on a spiral curriculum model, meaning that key musical skills and concepts are revisited regularly at increasing levels of depth and complexity. This ensures that children build secure foundations in music and develop confidence as performers, composers, and listeners.

Through the curriculum, pupils are taught to:

- **Listen and appraise** a wide range of music from different genres, traditions, and historical periods.
- **Sing and perform** with increasing accuracy, fluency, control, and expression.
- **Play instruments** with confidence, both tuned and untuned, and explore how sounds are created and combined.
- **Improvise and compose** music for a range of purposes, using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, and structure).
- **Develop musical notation skills**, beginning with simple symbols and progressing to staff notation.
- **Evaluate and reflect** on their own work and the work of others, using appropriate musical vocabulary.

The curriculum is inclusive and accessible, ensuring that all pupils can participate fully and make progress. Lessons are interactive and practical, using singing, movement, instruments, and digital resources to bring music learning to life.

By following the Charanga scheme, we ensure that pupils experience a broad and balanced music education, develop a lifelong love of music, and gain the skills and knowledge needed to continue their musical journey into secondary school and beyond.

Special Educational Needs

We teach Music to all pupils, with due regard to their ability. Teachers will provide learning opportunities matched to the needs of pupils with learning difficulties and this ensures that a broad and balanced curriculum is available to all. Teachers will adapt units for the needs of children with SEN if needed and take into account targets set in Individual Education Plans (IEPS).

Assessment and monitoring

The monitoring of progress in music is central to ensuring high-quality teaching and learning across the school.

The Music Subject Leader is responsible for:

- Overseeing the delivery of the curriculum and ensuring consistency across year groups.
- Monitoring planning, teaching, and outcomes through lesson observations, book looks, and pupil voice discussions.
- Supporting staff with training and resources to ensure effective use of the Charanga scheme.
- Reviewing assessment information to identify strengths and areas for development.
- Reporting regularly to senior leaders and governors on standards and progress in Languages.

Assessment in Music is guided by the Charanga Musical School Assessment Framework, which follows a Plan–Do–Check–Review cycle. This ensures that teaching is responsive, evidence-based, and focused on pupil progress.

- **Plan** – Teachers use Charanga’s planning and assessment documentation to identify clear learning objectives and success criteria for each unit.
- **Do** – Pupils engage in practical, creative music-making activities, with teachers observing and recording evidence of progress.
- **Check** – Teachers assess pupils’ understanding and skills through ongoing formative assessment, including listening, questioning, and reviewing performances.
- **Review** – Outcomes are used to inform future planning, ensuring lessons are adapted to meet the needs of all learners.

Progress is captured and celebrated through a range of evidence, including:

- Pupil discussions and reflections.
- Photographs of performances and practical work.
- Written work, such as notation or reflections.
- Visual and audio recordings of singing, instrumental work, and compositions.
- Digital evidence uploaded and stored within the Charanga platform.

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