



Hartsbourne Primary School

Mission Statement: Valuing Potential; Creating Opportunities

MUSIC POLICY (including Music Development Plan)

This policy to be read in conjunction with Assessment Policy, Computing Policy, Equal Opportunities Policy, Teaching and Learning Policy, PSHE Policy, Racial Equality Policy, SMSC Policy, SEND Policy

DATE OF POLICY:	MARCH 2025	DATE OF NEXT REVIEW:	MARCH 2026
MONITORED BY:	SL	TEACHING & LEARNING COMMITTEE	

OUR VISION

We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

RATIONALE

At Hartsbourne School we aim to give pupils an opportunity to experience the pleasure of music. We believe that music is a unique way of communicating, that the enjoyment of music is something that all children can take with them into adulthood and that it plays an important part in personal development. It also plays an important part in helping children to feel part of a group or community and can help build stamina and team spirit.

AIMS AND OBJECTIVES

We will provide opportunities for all children to create, play, perform and enjoy music, to develop skills and appreciate a wide variety of musical forms. We will fulfil the requirements of the National Curriculum by ensuring pupils have opportunities to:

- Develop aesthetic sensitivity and stimulate creative ability through an active involvement in listening, appraising, composing and performing.
- Foster a positive attitude to the importance and place of music within the curriculum amongst pupils, staff and parents.
- Enable children to gain a wide experience of music both in making music and listening.
- To gain an understanding of music within our culture and that of other cultures.
- Develop skills, concepts, knowledge and understanding in music.
- Give enjoyment, satisfaction and confidence to pupils and aid personal growth.

At Hartsbourne we aim to bring together elements from all areas of study in learning activities whenever appropriate and our objectives are:

- To continue to build a repertoire of songs which have a vocal range and content relevant to the age group.
- To experience singing in a group including simple part songs and rounds and material from a wide variety of styles and cultures.
- To give children the opportunities and skills to become composers.
- To become aware of the elements of music; pitch, duration, dynamics, tempo, timbre, texture structure and silence.
- To record musical patterns using simple symbols and traditional notation where appropriate and to play them back.
- To listen to and recognise music from a variety of different styles and cultures.
- To be aware that music comes from a time and a place, and has a composer, and increasingly to use knowledge to identify these.



- To enjoy music for its own sake.

TEACHING AND LEARNING

At Hartsbourne we want to make music lessons an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. Children are given the opportunity to discover, explore and develop technical skills through practical music lessons. In all Key Stages music may be linked to other areas of the curriculum such as PE, Art, English, ICT and Science.

Music lessons are timetabled on a weekly basis and all classes will participate in a weekly singing assembly. Pupils' understanding of music will be developed through activities which bring together the requirements of performing, composing, listening and appraising. All class teachers are responsible for teaching music within their own year group with the support of a qualified music teacher who is in school one day per week and leads music lessons for every year group on a rota over the year.

EYFS

In Foundation Stage, music should be a natural activity that could take place at any time in the classroom during the day, e.g. the singing of a rhyme or an outdoor musical activity. However, other activities which require the use of additional space, (eg the hall) will need to be timetabled.

KEY STAGE 1 AND KEY STAGE 2

Lower and upper sections of the school meet every week to learn new songs and rehearse ones already learned and to develop ongoing skills. This provides a unique opportunity for children to take part in an activity together. During these sessions the children are also given the opportunity to listen to and develop understanding of music from different times and places, and to appreciate different styles and themes. In Key Stage 2 children are given the opportunity to learn recorder, djembe and ukulele as well as using percussion and other untuned instruments. An after-school choir is available for KS2 pupils and they will be invited to perform and functions and events through the year.

Instrumental lessons

Peripatetic teachers currently available are guitar, plus the school has subscribed to the Hertfordshire Get Playing Project which has offered group tuition in

Visiting musicians

When possible musicians are invited to perform for the children, to widen their experiences and enjoyment. We will also invite past pupils and older pupils from the BSJT studying for GCSEs or A Levels in music.

INCLUSION

At Hartsbourne, we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum to provide a broad and balanced education to all children as well as specific enrichment opportunities. Through our music teaching, we provide learning opportunities that enable all pupils to make good progress. We will always strive to meet the needs of those pupils with special educational needs, those with disabilities, Gifted and Talented pupils, and those learning English as an additional language. We will take all reasonable steps to achieve these goals.

ASSESSMENT



Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives them oral or written feedback, as necessary, to inform future progress. All pupils are encouraged to make judgements about how they can improve their own work, as appropriate to their age and development level. Ongoing assessment for learning helps to ensure that our teaching is matched to the child's needs. Teachers will assess pupils' progress using the foundation subject tracking document and making use of the Charanga assessment framework.

RESOURCES

A selection of percussion instruments, tuned and untuned- kept in the Main Hall

Djembe drums, recorders and ukuleles

A piano and an electronic keyboard

Sound system in the hall

A selection of CDs and online music databases, including subscriptions to SingUp!

A range of software to link music and computing

A subscription to the Charange music service



Music development plan summary: Hartsbourne Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	March 2025
Date this summary will be reviewed	March 2026
Name of the school music lead	Greg Harper
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Hertfordshire Music Education Hub
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

We teach music weekly in each year group, with lessons lasting between 45 minutes and an hour, alongside a weekly singing assembly. Our class teachers are experts in adapting our curriculum to meet the needs of children with additional needs and/or disabilities, and these bespoke adaptations ensure that music can be enjoyed by all. Our music curriculum is informed by the national and model music curriculum, delivered via schemes of work written by Charanga. Children have the opportunity to learn, play and hone their skills with the glockenspiel as part of weekly music lessons, but we also have access to class sets of recorders, djembe drums and ukuleles. Thanks to our unique multi-academy Trust, we are often able to access specialist instrumental teaching for whole year groups. More information about our music curriculum is found on this [section](#) of our school website.



Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

We offer peripatetic music tuition in flute, clarinet, keyboard and saxophone via Hertfordshire Music Education Hub. We endeavour to be supportive of all children studying for formal gradings with The Associated Board of the Royal Schools of Music and offer timetable variations where necessary to help with these. Our pupil premium grant funding is always targeted and spent on a bespoke basis which includes, where requested, funding lessons or instrument hire for children wanting to access such.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

As mentioned above, all children take part in a weekly singing assembly within their key stage. At the end of the Autumn term, we produce musical shows for parents which usually take the form of a small-scale musical for younger children and our 'Hartsbourne Hootenanny' for older children. We often participate in a dance and music show with Bushey Meads Secondary School as part of our cross-phase work within our academy trust and sing as part of the Bushey Acoustic Festival in the summer term and take part in musical workshops with colleagues from Bushey Meads as part of our annual cross-phase project programme. All performances put on by the school are free for parents.

In the future

We want to train and upskill teaching staff in their ability and confidence when teaching improvisation and composition, including using staff notation at an age-appropriate level.