



## HARTSBOURNE PRIMARY SCHOOL

### MUSIC POLICY

<b>DATE OF POLICY:</b> April 2026	<b>DATE OF NEXT REVIEW:</b> April 2027
<b>MONITORED BY:</b> SENIOR LEADERSHIP TEAM	<b>RATIFIED BY:</b> TEACHING & LEARNING COMMITTEE

#### 1. 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.

#### 2. Aims and Intent

We will teach children to:

- **Develop a love of music** – Children enjoy listening to, performing, and creating music in a fun and engaging way.
- **Build confidence in singing** – Children learn to sing a range of songs, developing pitch, rhythm, and expression.
- **Play instruments with control** – Children explore and perform using instruments, learning how to keep a steady beat and play together.
- **Listen and respond to music** – Children learn to recognise different styles, sounds, and features of music, and talk about what they hear.
- **Create and compose music** – Children experiment with sounds and patterns to make their own music.
- **Understand basic musical concepts** – Children learn key ideas such as pulse, rhythm, pitch, and tempo, helping them make sense of how music works.

#### 3. Implementation

##### 3a. Curriculum Structure

Children in the Early Years Foundation Stage complete music activities as part of their Expressive Arts and Design area of learning. In Nursery, this will take place at various points during the week, including integrating music and songs into daily routines (e.g. singing a familiar rhyme when writing numbers). In Reception, music lessons are taught once a week, following the Charanga scheme of work, which we have supplemented 'in-house' with planning guidance and custom-made resources for composition activities.

Children in Key Stages One and Two will also complete a music lesson once per week, following the Charanga scheme of work, including our 'in-house' additions. This is supplemented by weekly music assemblies.

### 3b. Subject Planning

#### Reception and Key Stage 1

Children will learn to:

- **Explore sounds through play** – Children will experiment with voices, body percussion, and simple instruments to discover different sounds.
- **Join in with songs and actions** – Children will take part in singing activities, learning to follow actions, melodies, and rhythms together.
- **Keep a steady beat** – Children will begin to move, clap, or play along in time with music.
- **Listen and notice differences** – Children will hear a range of music and start to identify changes in speed, mood, and sound.
- **Create simple sound patterns** – Children will compose short sequences using voices or instruments and repeat them.
- **Use music to express ideas and feelings** – Children will respond to music through movement, imagination, and simple performance.

#### Key Stage 2

Children will learn to:

- **Sing with greater control and expression** – Children will develop accuracy in pitch and rhythm and perform with increasing confidence.
- **Play instruments as part of a group** – Children will perform pieces together, following simple notation and keeping in time with others.
- **Recognise and use musical notation** – Children will begin to read and understand basic symbols that represent sounds.
- **Compose longer pieces of music** – Children will organise sounds into structured pieces with clear beginnings, middles, and ends.
- **Analyse and describe music** – Children will use appropriate vocabulary to explain what they hear and give opinions about different pieces.
- **Understand how music is organised** – Children will explore elements such as structure, harmony, and texture to deepen their understanding.

The vast majority of units of work across Key Stages 1 and 2 will follow a consistent five-part structure: singing a song, accompanying a song, improvising within a song, composing within a song and performing a song, including a combination of singing and instrument playing. However, some units of work will deviate from this and focus specifically on instrumental instruction, or preparation for performance. This includes the unit of work for the final half-term, 'Reflect, Rewind and Replay', where the emphasis is on revisiting and practising a previous performance for sharing with the whole school in a Summer Music Concert.

Further information about curriculum sequencing can be found on the Charanga website, or the school's shared Google drive, on request.

### 3c. Teaching and Learning Approaches

- Effective music lessons will incorporate a combination of knowledge (children learning about music) and skills (children learning to create music). The vast majority of lessons will also follow a consistent three-part structure: listening and appraising; musical activities; sharing and performing.
  - **Listening and appraising:** Music lessons will often begin with an opportunity to listen to and appraise a piece of music or song. This process will often involve children considering questions about what they're listening to, such as what genre they think the music is, which instruments they can hear, and what, if any, musical elements they can detect.

- **Musical activities:** Music lessons will also often feature musical warm-ups, offering children the chance to recap concepts like pulse, pitch and rhythm, as well as the opportunity to find and keep the beat, play simple riffs and warm up singing voices. Following these warm-ups, children will complete musical activities relevant to the stage of the unit of work they have reached, including practising singing a song, practising accompaniment with instruments, improvising or composing.
- **Sharing and performing:** As often as possible, music lessons will conclude with opportunities for children to share and perform their work, either at whole-class, half-class or individual level. These sessions will provide teachers with some opportunities to assess the musical aptitude of the cohort, as well as opportunities for children to appreciate and provide feedback to one another.
- In the event that units of work are based around instrument tuition or preparation for performance, the above structure may not apply. Teachers may instead choose to focus on the practical skills involved in instrument playing, the various elements of staff notation (where this supports reading music or composition skills) or practising previous performances with a view to sharing them as part of events such as the Summer Music Concert.

### 3d. Inclusion and Adaptation

- Teachers will adapt lesson content to ensure that all children are able to access the learning and receive appropriate levels of stretch and challenge. Where this is not possible, children may complete an alternative lesson, with or without adult intervention.
- Teachers may also adapt the learning environment or lesson content in deference for learners with special educational needs or disabilities (SEND). Such adaptations may include, but are not limited to, the following provisions:
  - **Breaking learning into short, repeatable steps** - teaching one musical idea at a time (e.g. pulse, then rhythm), with plenty of repetition and practice, as well as using simple patterns and gradually building complexity so children can experience success.
  - **Using visual and physical cues** - supporting understanding with actions, pictures, symbols, and demonstrations; for example, using hand signals for pitch or visual icons for loud/quiet and fast/slow.
  - **Providing structured and predictable routines** - keeping lesson formats consistent by following the structure outlined above, and giving clear expectations and roles during group work to reduce anxiety and support participation.
  - **Manage sensory input carefully** - being mindful of noise levels and offering adjustments such as quieter instruments, ear defenders, or time away from loud activities if needed.
  - **Offering flexible ways to participate** - adapting instruments or playing techniques (e.g. using larger beaters, tapping instead of fine finger movements) and allowing children to respond through movement, technology, or supported playing.

## 4. Assessment

We acknowledge that music can be a difficult subject to assess on an individual level, as the nature of most music lessons incorporates performance at whole-class level. However, teachers may make use of the

following assessment activities to garner as accurate a view as possible about the musical aptitude of the children in their class:

- Asking individual children to share or perform at the end of a lesson, particularly if the focus has been improvisation or composition.
- Asking children to create compositions individually or in pairs, and using the outcomes of these compositions to assess their understanding of staff notation.
- In the case of units of work which focus on instrument tuition, asking children to share pieces individually as part of a 'recital' lesson.
- Videoing or recording children's whole-class performances to assess the progress at whole-class level, but also spot individuals who may be shining.
- Using questioning as part of listening and appraising activities, or retrieval practice, in order to check the understanding of individual children.

## 5. Impact and Monitoring

- Curriculum leaders, in collaboration with senior leaders, will monitor the standards of teaching and learning in music through several monitoring activities throughout the year.
- These activities may include learning walks to observe teaching in music lessons, reviewing any examples of recorded work on a termly basis, and meeting with children to gain 'pupil voice'.
- The outcomes of these monitoring activities will form the basis of subsequent curriculum action plans, which will be reviewed and updated annually.

## 6. Roles and Responsibilities

### Class teachers will:

- Adapt units of work provided by the Charanga scheme appropriately to tailor them to the needs of their cohort.
- Plan, teach and assess sequences of lessons within half-termly units of work, providing all children with the opportunity to learn and practise the key knowledge and skills required.
- Use a combination of formative and summative assessment techniques to track pupil attainment and progress in music, as accurately as possible given the constraints highlighted above.
- Work collaboratively with curriculum leaders to make suggestions about the Charanga scheme, particularly pertaining to the in-house planning support and resources that have been developed, in order to support its development.
- Direct support staff, as appropriate, to support or enhance the learning of individuals or small groups.

### Curriculum leaders will:

- Monitor standards of teaching and learning through monitoring activities such as learning walks, reviews of any recorded work and pupil voice interviews.
- Provide support and guidance to staff in effective teaching of music by creating resources or guidance documents, or leading staff training.
- Create annual curriculum action plans to identify areas for development within the subject, based on outcomes from the monitoring activities listed above.
- Manage and utilise a provided curriculum budget in order to ensure that resources required for the successful teaching of music are available and in good working order.
- Collaborate with curriculum leaders across the Bushey St James Trust, external professionals such as school governors or inspectors, and (where possible) link contacts in local schools to ensure that our

curriculum offer in music is both enriching and effective.

**Senior leaders will:**

- Collaborate with and support curriculum leaders to monitor and evaluate standards of teaching and learning in music effectively.
- Review curriculum action plans and monitor progress towards achieving the targets stated within them as part of teacher performance appraisal meetings.
- Provide curriculum leaders with the support, time and resources they require to lead, manage and develop music effectively.

## **7. Enrichment and Wider Opportunities**

- Where relevant, accessible and affordable, class teachers will look to organise offsite visits or invite visitors into school to deliver specific workshops and/or clubs to enrich learning about music.
- If confident to do so, class teachers may also look to utilise whole-class instrumental teaching, using relevant school resources such as ukuleles, djembe drums or recorders, to enhance music provision beyond the standard Charanga scheme of work.
- Senior leaders will also ensure that a healthy number of enriching events incorporating music are available over the course of the year, for example, Christmas performances.
- On an annual basis, curriculum leaders will collaborate with their partners across the BSJT to organise cross-phase projects to enrich learning about music.

## **8. Equal Opportunities, Inclusion, Health and Safety**

- We are committed to providing a broad, balanced and ambitious curriculum that is accessible to all pupils, regardless of background, ability or need. In line with the Equality Act 2010, we actively promote equality of opportunity and do not tolerate discrimination of any kind. Our curriculum is designed to be inclusive, enabling all pupils—including those with SEND, those who are disadvantaged, and those with English as an additional language—to participate fully and achieve well. Teachers adapt learning through appropriate scaffolding, challenge and support so that all pupils can access the same high-quality curriculum, while also meeting individual needs. We aim to reflect and celebrate diversity within our curriculum content, preparing pupils for life in modern Britain and fostering respect, tolerance and understanding. Through careful planning, monitoring and ongoing professional development, we ensure that inclusion remains at the heart of our curriculum design and delivery.
- Before any off-site visit is undertaken, an appropriate risk assessment will be carried out and submitted in accordance with the school's and Education Authority's guidelines.

## **9. Safeguarding and Wellbeing Links**

- Music lessons will provide children with an opportunity to learn about musical traditions from different countries and cultures, which in turn promotes tolerance of other ways of life and challenges stereotypes.
- Music lessons will support children's wellbeing by providing a safe outlet for expressing feelings through singing, performing and composing. Playing as part of an ensemble will also promote a feeling of togetherness and unity between the children and their peers as they share the experience of

rehearsing and performing for an audience. As part of wider learning about positive mental health and wellbeing, children will also learn how beneficial playing or listening to music can be.

# Music development plan summary: Hartsbourne Primary School

## Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	September 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.