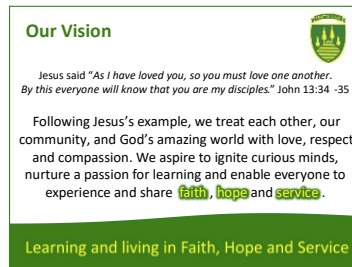


# Forty Hill C.E. School

## Music Policy



### Introduction

At Forty Hill School our music education reflects our Christian values of **Faith, Hope and Service**. We believe music is a gift from God, enriching lives, fostering creativity and building community. Through music, we inspire pupils to express themselves confidently, work together harmoniously, and appreciate the diverse world around them. Our teaching encourages **faith** in their abilities, **hope** for their future, and **service** through shared musical experiences.

### Aims

In line with the National Curriculum, and alongside the New Model Music Curriculum, we aim to ensure that all children develop both their **skills** and their **knowledge** in the following ways:

- 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.
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

### Planning

We use **Music Express**, a comprehensive scheme aligned with the National Curriculum, to deliver progressive, engaging, and inclusive whole-class music lessons from EYFS through Key Stage 2.

The EYFS framework is very much cross-curricular, and music is used to aid the development of all skills alongside explicit music objectives outlined in the non-statutory guidance of Development Matters and the statutory Early Learning Goals.

In Year 3 children learn to play the recorder. This tuition is delivered by a staff from Enfield Music Service. Children should then have the opportunity to play their recorder in subsequent Music Express units of learning as identified by the Music Lead.

Whilst music is taught discretely, using the interactive programme Music Express, we are mindful to use these, or other resources to enrich our wider Curriculum making relevant links and creating opportunities where we can as part of Quality First Teaching

### Teaching and Learning

Teachers are expected to

- Plan, teach and assess using Music Express
- Ensure that all children, including those with SEND, have full access to music lessons, supported and challenged
- Ensure that a range of resources and activities are used to allow each pupil to be an effective learner and make progress.
- Incorporate reflection and appreciate time in order to assess performances and progress, clearly identifying where and how to improve

### **Pupil's will:**

- use a range of resources such as, tuned and untuned instruments. They will also use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- experiment with, create, select and combine sounds using the interrelated dimensions of music
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Pupils will have opportunities to improvise and compose music for a range of purposes using the interrelated dimensions of music.
- present their knowledge and understanding in a variety of ways such as through performance, peer and self-assessment.
- learn and refine such skills as listening with attention to detail and recalling sounds with increasing aural memory.
- To use and understand staff and other musical notations and musical terms.

### **Assessment**

- Teachers assess informally through observation, questioning and recordings.
- Children receive regular feedback to support their development.
- Use the Music Express assessment tool to record children at working towards, expected or greater depth at CP2, CP4 and CP6
- Annual reports to parents will indicate the child's progress and attainment in this subject.

### **Monitoring and Evaluation**

- Opportunities should be taken by the Subject Leader and colleagues, where possible, to attend courses organised by Enfield Music Service. Relevant information can be disseminated to the rest of the staff.
- Learning walks to observe teaching and learning and carry out pupil interviews
- ensure that the school stays abreast of any changes in national or local expectations
- review provision of resources
- support with teaching and learning and CPD

### **Enrichment and Collective Worship**

- Singing is integral to worship and collective school life, it is also where we introduce and explore our Musician of the Month
- Pupils take part in performances for the school, parents, church and local community.
- Opportunities include choir, instrument tuition and festival opportunities organised by Enfield Music Services.

### **Equal Opportunities and Special Educational Needs and Disability**

All children are provided with equal access to the Music curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or ability/disability. Every effort must be made by teachers to ensure that pupils with SEND are enabled to participate as fully and as effectively as possible in Music. Teachers should take specific action to enable the effective participation of all pupils through effective planning. Potential areas of difficulty should be identified and addressed at this stage.

Accepted by the Governing Body: July 2025

Review Date: July 2027