



## Music Policy 2025/2026



## **Our vision statement**

At Southglade, we believe music is a universal language that nurtures creativity, expression, and connection. Our aim is to provide a high-quality, diverse music education that inspires pupils to develop both a love of music and their skills as musicians. Through singing, playing instruments, reading notation, listening, performing, and creating, children gain confidence, creativity, and a sense of achievement. We want every child to experience the joy of making music together, the satisfaction of composing their own work, and the richness of music from different cultures, traditions, and historical periods. By embedding music in school life, we hope to inspire lifelong engagement, foster a deep appreciation of the arts, and ensure that all pupils feel part of Nottingham's vibrant musical culture.

## **Aims**

- To develop pupils' skills, knowledge and understanding in performing, composing, listening and appraising.
- To broaden pupils' awareness of the many forms music can take, and how it reflects different cultures, times and places.
- To nurture independence, self-esteem, motivation and empathy, while encouraging pupils to work, share and create collaboratively.
- To provide opportunities for children to explore a wide range of sounds and instruments.
- To give pupils the chance to experience live music in diverse forms and from a variety of cultural traditions.

## **Objectives**

- To give children the chance to perform, listen to, review and evaluate music from a wide range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- To help children develop their singing and use of their voices, to create and compose music both on their own and with others, to learn a musical instrument, to use technology appropriately, and to progress to the next level of musical excellence.
- To support children in understanding and exploring how music is created, produced and communicated, through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

## **Implementation**

At Southglade Primary and Nursery School, we are committed to providing every child with rich and engaging opportunities to learn through music. This policy provides a framework to guide teaching and non-teaching staff in planning, delivering and assessing high-quality music education.

In Years 1–3, and in year 6, music is taught through three strands — knowledge, skills and application — using the Charanga scheme. In Years 4 and 5, and for some pupils in Year 6, music is taught through weekly instrumental lessons delivered by the Nottingham Music Hub. These lessons include singing, reading notation, composing and appraisal.

### **Key characteristics of a musician at Southglade**

- **Knowledge**  
Children will learn to understand different forms of musical notation, including graphic scores. They will explore the elements of music such as pitch, pulse, rhythm, tempo, timbre, dynamics and ostinato. They will also develop the ability to sight-read musical notation and recognise that notes can last for different durations.
- **Skills**  
Children will use their voices expressively and creatively. They will learn to play both tuned and untuned instruments with increasing accuracy, fluency, control and expression.
- **Application**  
Children will sing songs and chants, perform rhythms, and take part in both solo and ensemble performances. They will also experiment with, create, and combine sounds using the interrelated dimensions of music.

From Years 4–6, music is taught through weekly brass lessons (trumpet or trombone) led by specialist teachers from the Nottingham Music Hub. In Years 4 and 5, this offer is universal for all pupils, while in Year 6, small group tuition is provided for identified children. We place equal value on teaching both knowledge and skills, ensuring pupils are equipped to become confident, well-rounded musicians.

## **Planning**

Practitioners in Early Years will use Development Matters and Early Learning Goals to plan their music curriculum.

Years 1-3 are provided with planning from the Charanga Hub

All instrumental sessions for 4-6 are planned by the Nottingham Music Hub.

Opportunities for musical vocabulary, singing, listening to and discussing music of different genres is delivered through song of the week, whole school assemblies and incorporated into classroom activities i.e., wider curriculum activities, performances and shows.

## **Teaching and Learning**

At Southglade Primary and Nursery School, we believe music should be an education for all. Our music curriculum is delivered through a variety of teaching and learning approaches designed to engage, inspire and enable every pupil to flourish as a musician.

We believe our pupils learn best when they:

- Have the chance to use and experiment with a range of tuned and untuned instruments.
- Take part in singing and playing music as part of an ensemble.
- Listen to and appreciate a wide variety of music from both past and present.
- Are given opportunities to express themselves through their own compositions.
- Perform their songs and compositions to an audience.

Music is taught to the whole class, regardless of ability or SEND. Teachers use Charanga and the school's skills ladders to plan appropriate activities, ensuring tasks are matched to pupils' needs and providing suitable challenge for all. This approach ensures that every child, including those on alternative curriculums, can access and enjoy music learning.

## **The Music Curriculum**

### ***Early Years***

The Early Years foundation stage curriculum is based on 6 areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Art and Design' area of learning within 'Exploring media and materials' and 'Being Imaginative'. In Early Years, music is taught through adult-led activities and child-led activities involving listening to rhythmic patterns in rhymes and stories and joining in with actions and vocalisation. They will also be involved in moving to music with actions with a regular beat and tapping out simple repeated rhythms. Instruments within continuous provision across the Early Years encourage performance and exploration of sounds and singing. Children in the Early Years will take part in singing familiar songs and will explore the different sounds made by instruments.

### ***Years 1-3***

In years 1 to 3, Music is taught through Charanga. This scheme builds upon prior learning. Whilst there is the opportunity for children of all abilities to develop their skills and knowledge in the teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through school.

### ***Years 4-6***

In years 4 to 5 the majority of music is taught through the music hub lessons on the trumpet or trombone and singing assemblies. Year 6 access Music Hub in smaller groups. Class teachers remain in class whilst specialists from the Music Hub deliver the lesson content. Class teachers and Music Hub specialistic are therefore able to make accurate assessments of the children's ability and progress.

Alongside these opportunities in class children in KS1 and KS2 have a weekly singing assembly which provides children with opportunities to listen to music from difficult genres and cultures.

### **Progression**

A Music progression skills ladder is used from Year 1 - Year 6. The skills ladder also reflects the teaching from Charanga and the Nottingham Music Hub. Teachers use this ladder to ensure activities build on pupil's prior learning. Progression ladders ensure that pupil's skills are constantly challenged and built upon as they move up through school.

### **Assessment and feedback**

At Southglade, assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible.

In EYFS and years 1-3 music is assessed by class teachers. In years 4-6, assessments are made jointly with Nottingham music hub staff and teachers. Recordings of children playing music or performing will also be kept to record progression throughout school. This will take the form of whole class pieces rather than individual recordings of pupils.

### **Monitoring**

Monitoring is the responsibility of the Music Lead. Monitoring of music includes; learning walks, environment looks, teacher planning, pupil performance recordings, pupil voice and staff voice.

The school will ensure that this policy is regularly monitored and reviewed to ensure that the policy is consistently applied. Any issues identified will be addressed by the Music Lead.

A yearly music plan will also be published on the school website by the end of the Autumn Term reporting on Music provision during the previous academic year.

### **Useful Links**

**Charanga** <http://www.charanga.com>

**Nottingham Music Hub:** <https://www.nottinghammusichub.org.uk/>

**Ensemble Groups in Nottingham:** <https://www.nottinghammusichub.org.uk/ensembles>

**Rock Steady Music:** <https://www.rocksteadymusicschool.com/>

**Classroom200:** <https://www.classroom200.org/>