# Music Policy for Lacewood Primary School

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| **Approved by:** | **Kelly Webster**<br>**(Chair of Governors)** | **Date: 24.02.26** |
| **Last reviewed on:** | February 2026 | |
| **Next review due by:** | February 2027 | |

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# A Statement of Policy for the Music Curriculum

## Introduction

Music is one way in which we can make sense of our lives. It is a universal language spanning time, cultures and disciplines. Through music we can express, represent and communicate our ideas and perceptions. Making music provides opportunities for physical, intellectual, imaginative and spiritual development.

## The value of singing

Singing is the most fundamental means we have of musical expression. We sing for many reasons and in different contexts. As part of learning, singing

- has the potential to be the most expressive medium for our music making.
- is the most effective way to develop a sense of pitch and to develop a good 'ear;
- with movement, develops the ability to keep time, internalize pulse and perform rhythmically.
- provides accessible and appropriate means through which children can understand musical elements, textures and structures.
- provides way of getting to know the cultural and social value of music through songs for different people and occasions.

All aspects of our key principles at Lacewood Primary School underpin our curriculum, which promotes our school motto and ethos of always trying your best to be your best. Our curriculum is led by our whole school core principles of developing every child's learning characteristics, in line with our school learning buddy approach, of:

**Co-operation and independence (Bee)** 

**Thinking skills and problem solving (Owl)** 

**Effort, resilience and commitment (Snail)** 

**Collecting ideas and making links in their learning (Squirrel)** 

## INTENT

Our aim at Lacewood Primary School is to enable pupils to be engaged and inspired to develop their love of music and their talent as musicians. This experience and achievement will increase their self-confidence and creativity. At Lacewood, we believe that music plays an integral role in helping children feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. The music curriculum is designed to harness the wide-ranging opportunities presented in an arts-rich school. Throughout their time at Lacewood, our young musicians should be able to develop their cultural understanding in a range of contexts, Music being one of them. SEND pupils are actively encouraged to participate fully as music is often an area of the curriculum which allows them to excel. Music has the ability to develop skills for life. It uses part of the brain which enables children to become better learners. As a school, we believe that music is a vital and integral part of children's education and this is why it was chosen to be one of the key curriculum drivers for Lacewood.

## Aims

At Lacewood Primary School we aim to

- Promote and support music for all children through classroom experiences and whole school activities, following the National curriculum, the Sparkyard scheme for music and Barnsley Music Service Ukulele plans (Y4).
- Provide experiences and resources that promote knowledge, skills and understanding in music, in relation to our and other cultures traditions
- Provide learning experiences that promote confidence and the development of the child. e.g. Whole school performances, class assemblies, visit to theatre etc.
- Promote a music curriculum with relevant differentiated experiences
- Promote progress in and continuity in music through curriculum planning and monitoring in line with assessment procedures in school and Sparkyard assessments.
- Promote opportunities for the child to further develop musical skills through out the whole curriculum.
- Actively engage and forge links with the outside community through music
- Promote the continuing development of expertise and confidence in music for relevant members of staff.
- Recognise ways in which ICT skills may be incorporated into, and developed by the music curriculum and used to enhance the musical experiences of all children.

**Music leader will be responsible for:**

- Purchasing and maintaining music resources.
- Contribute to performance events – in school and out of school
- Organise visits to concerts or visits by musicians to the school
- Regularly update the policy
- Take responsibility for curriculum development
- Plan effectively
- Provide guidelines for assessment through Sparkyard music
- Attend courses and meetings relevant for their own professional development.

## Planning

As part of our long-term whole school curriculum plan, units of work (where appropriate) are linked to other areas of the curriculum in order to enhance children's understanding and ensure that children see a purpose to their work. Units of work are planned over a yearly cycle ensuring that during their time at Lacewood Primary school, children experience the full range of opportunities available for music, providing breadth, balance and progression.

Music in the Foundation stage is covered through the EYFS curriculum. It is found within the creative development of the Foundation curriculum entitled 'Being imaginative and expressive'.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

In KS1 and KS2 the Music National curriculum is fulfilled through the use of the Sparkyard music scheme. Using this resource we have created long term and medium term planning and progression based on units from the Sparkyard scheme This resource provides long term, medium term and short term planning and progression based on selected units from the new edition of Music Express (pub 2014) and cross-curricular 'Out of the Ark' music resources to enhance learning through music.

- KS1/KS2 receive a weekly 45 min - 1 hour lesson following the Sparkyard scheme.
- Lacewood school choir is run as an extra curricular activity for 1 hour every week on Tuesdays from 3.15 – 4.15pm and is open to all children. The choir performs regularly in school, in the local community and beyond in music festivals and events.
- Y4 receive a weekly 1 hour whole class lesson, playing ukuleles, taught by a peripatetic musician from Barnsley Music Service.

The music curriculum has been routed in 8 'Golden Threads' which are crucial musical concepts.

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Notation

Under the 'Golden Threads' music learning is organised to provide coherence throughout the curriculum and support children in building knowledge and making learning stick. Within each topic, concepts or 'big ideas' are woven to allow children to make connections between their learning and in turn develop a curiosity and enthusiasm for music, as well as build an understanding and acceptance of the validity of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and can grasp the responsibility of using their musical skills, knowledge and experiences to involve themselves in music in a range of different contexts.

## IMPLEMENTATION

At Lacewood, staff plan a structure and sequence of lessons to ensure they have developed the skills and knowledge detailed in our progression document; required to meet the aims of the national curriculum. Our music curriculum develops children's interest and curiosity about music through a series of lessons offering skills progression, knowledge progression and by offering children the opportunity to ask questions and demonstrate their skills and knowledge in a variety of ways.
The National Curriculum states that 'pupils should be taught to 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 and have the opportunity to progress to the next level of musical excellence, 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.' Our Music curriculum (where appropriate), has been structured in a cross-curricular way to effectively facilitate this and to provide maximum inspiration to our musicians. Music lessons are broken down into half termly units and an emphasis is placed on musical vocabulary. Each unit of work has an on-going musical learning focus and lessons follow a specific learning sequence. Children in Y4 benefit from whole class specialist teaching from Barnsley Music Service. These lessons allow children the opportunity to learn to play an instrument – Ukulele – and to engender a love of music learning. Performance is also at the heart of Lacewood and pupils participate in a range of performances during their time at Lacewood. These include nativities, Harvest, Easter, end of year performance, class assemblies and leavers assembly. Pupils who are confident are encouraged to perform in solo performances, e.g. 'L' Factor. Alongside our curriculum provision, pupils also have the opportunity to participate in additional music teaching through learning to play an instrument or singing lessons with peripatetic teachers. Pupils also have the opportunity to join the school choir. The school choir have the opportunity to perform in school performances and community events at other venues.

## Materials and Resources

- Wide range of tuned percussion including glockenspiels, xylophones and chime bars
- Wide range of untuned percussion including drums, tambourines, wood blocks, maracas, guiro, claves
- Descant recorders (class set)
- Boomwhackers (C major diatonic class sets) + Boomwhacker in Action - whole class scheme

- Song books/online resources – extensive range from Out of the Ark, Sing Up, Music Express etc (**see Singing Strategy**)
- Recorded Music/ Online music eg BBC Ten Pieces, BBC Classical 100 etc
- Clavinova
- Sparkyard Music scheme
- Out of the Ark – cross curricular song books, musicals and seasonal songs
- Sing Up subscription

## ICT Resources

### Software
Garageband on iPads

### Hardware
Keyboard, Clavinova, Sound system, CD players

## IMPACT

## Assessment and recording progress

Music monitoring takes a variety of different forms. A key component of this is pupil voice; school leaders use pupil voice as an effective tool to ascertain the pupils' ability to express themselves musically. Monitoring takes place to ensure continuity and progression is achieved. Examples of children's work is expressed through recordings, videos, participation, oral and written work. Other forms of monitoring include learning walks and lesson observations. We focus on progression of knowledge and skills and the teaching of key vocabulary. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

## SEN/Inclusion

The whole school policy on equal opportunities will be adhered to in music. In order to ensure that we offer all children effective learning opportunities, we aim to provide work that is of a challenging nature for children of different abilities and aptitudes in each year of each key stage. Work is planned with the intention of motivating children, enabling them to understand and review their learning. In music activities the differentiation is mainly by outcome, though in cases where children have special educational needs, there may be the need to differentiate by task in order to cater for children's diverse learning needs: detailed in the music leader's SEN provision for subject leads document.

### Health and Safety
Teachers should ensure the following routines and procedures are adhered to.

- Electrical equipment
  - Check leads and plugs regularly and include visual checks on instruments children bring into school.
  - Use plug sockets with circuit breakers for the keyboard
  - Do not allow liquid in the vicinity of any equipment
  - As soon as a fault is detected take the faulty equipment out of operation.
  - Ensure all mains adaptors are switched and disconnected at the end of the session.

- Percussion Instruments
  - Percussion instruments often develop splinters; chips and protruding pins. Take them out of circulation and repair or discard.
  - Check all shaker ends are secure
  - Ensure large equipment is stored on the trolley to avoid incorrect handling and lifting particularly by children

- Never move the clavinova single handedly.

- Less serious risks
  - Mouthpieces can be soaked in sterilizing solution.
  - Fold up stands need careful treatment to avoid trapped hands and fingers.
  - Children who suffer from glue-ear or repeated ear infections or hearing impairment may be susceptible to loud sounds.
  - Check that the volume levels are controlled when headphones are used.

## Outside Agencies

The school is supported by the Music development Service. We receive a wider opportunity session for Y4 children through the use of a ukulele music expert.

## Use of ICT

Appropriate use of Information Technology is made within the music curriculum to enhance understanding in composition, exploration of sound and the recording and scoring of children's work.

## Community Links and Partnerships

The school is actively involved in forging links with the wider community. The community is also invited to the school to concerts and other musical events.

Reviewed February 2026