

MUSIC POLICY 2026

Curriculum Intent

Aims and Objectives

Music is a unique way of communicating which can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music often reflects the culture and society we live in, and so the teaching and learning of music can help children to understand the world they live in. As well as being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It can also play an important part in helping children feel part of a community, when playing and performing within a large group and in the wider sense of the word. At Haydn we aim to provide opportunities for all children to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical styles

The aims of music teaching at Key stage 1 are to enable children to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds using the inter - related dimensions of music
- Listen to a range of high quality live and recorded music.

At key stage 2 the aims are to enable children to:

- Develop an understanding of the history of music
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff notation
- Play and perform in solo and ensemble context, using voices and playing instruments with increasing accuracy, fluency, control and expression

Curriculum Implementation

Teaching and learning

At Haydn School we encourage children to participate in a variety of musical experiences. We aim to make music an enjoyable learning experience and to build up the confidence of all children. We aim to develop the children's ability to sing in tune, to sing songs of different styles and cultures, and to sing with other people. Through singing songs, children learn about the structure and organisation of music as well as songs from other countries and cultures. We teach them to listen to and appreciate

different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions and analysis becomes more analytical as the children progress through KS2. Through having instrument lessons and going to Area Band, the disciplined skills of recognising pulse and pitch are developed to a more complex level. We also teach children how to work with others to make music. Composition is an important way of developing children's understanding of music as well as providing a creative and freer approach.

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses
- having extension activities for children who are more able
- grouping children so that more musically experienced children can support less able children
- providing resources to support less able children
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Additional music teaching

Year 5 and 6 children are offered the opportunity to learn to play a musical instrument with peripatetic music teachers. Parents who want their children to participate in the scheme pay for music lessons and hire of their instruments on a termly basis. Pupil Premium children receive these lessons free of charge. These 30 minute lessons are normally taught in small groups. This is in addition to the normal music teaching of the school and takes place during lessons from which children are withdrawn. The current number of children who are learning an instrument is 64 - over 50% of the children eligible.

Some of our children progress well enough to be able to be entered into a practical exam (ABRSM or Trinity)

The government scheme 'Whole Class Ensemble' has been adopted at Haydn. In this scheme, every child in Year 4 learns to play a stringed instrument. They are taught weekly by a specialist member of staff from the Music Support services. The music specialist in school supports the teaching and learning in these lessons.

Singing

Singing underpins much of our teaching of music at Haydn both in individual class lessons and in assemblies.

In addition to singing within their year groups, the children have the opportunity to sing in a larger group within school assemblies. The songs chosen often reflect issues such as self - esteem, morality and making the right choices. Singing assemblies also run once a week for yrs1, 2 & 3.

Extra-curricular Music: Opportunities in school

At Haydn we want to provide a variety of enrichment activities and strive to involve as many children as possible in extra - curricular musical activities. There is a KS2 singing club which is open to any

child in year 4,5 or 6. We prefer the more informal name 'singing club' rather than choir as there are no auditions and anyone who enjoys singing is welcome. The primary aim of singing club is to enable children to enjoy singing and performing together. There are informal performances within school as well as concerts for parents in the Autumn and Summer term. Area Band takes place at Haydn every week and children in yrs 5 and 6 are encouraged to join. The number of children who attend Area band is currently 25 - this is the highest it has been for some time. There are termly performances for the children in Area Band.

Each year we take a group of approximately 18 year 5 children to 'Band Camp'. This is a residential visit where the children take part in a variety of musical activities and games which help them to learn to read music in preparation for joining 'Area Band'. There are also extra opportunities throughout the year eg: 'Christmas in the City' concert, 'The Summer Sing', 'Halle Orchestra' concert, and 'The Great Orchestra experiment'.

Performances

There is a school performance at the end of each term:

- Autumn term: All Key Stage 1 children perform in a variety of Christmas concerts: F1 and F2 perform a traditional nativity with a selection of songs, Year 1 sing carols and other Christmas songs and Year 2 perform a short musical which ties in to the Christmas story
- Area Band perform at 'Christmas in the City' concert
- KS2 singing club perform in a concert for parents, as well as being involved in the 'Christmas in the City' concert
- Spring Term: Year 5 rehearse for and perform a production which supports their involvement in the 'Shakespeare Project'.
- Year 4 take part in the 'Great Orchestra Experiment' at the Albert Hall. This is an interactive concert where the children solve musical games, play along with the Robin Hood Youth Orchestra and sing songs.
- Year 3 take part in a short informal concert for parents showcasing the work they have done on ukuleles for the term.
- Area band take part in the 'Spring Spectacular'
- Summer term: Year 4 take part in a concert for parents showcasing the work they have done on their stringed instruments throughout the year.
- Year 6 rehearse and perform their production which is a celebration of their time at Haydn
- Summer Concert - all children who have instrumental lessons perform in the Summer Concert.
- Halle Orchestra - children who learn an instrument have the opportunity to attend a concert by the Halle Orchestra
- Area band Summer Concert - children who are in Area band are invited to take part in this initiative run by the Nottingham Music Hub.

We also support children's links with musical events taking place in city venues in the wider community by offering places and tickets for any other performances or events throughout the year. We also advertise opportunities for children to participate in the many musical activities provided by the Nottingham Music Hub.

Music Curriculum Planning

The National Curriculum for Music has undergone some changes in the last few years. At key stage 1 the main focus is on singing, listening, composing and musicianship (pulse, rhythm, pitch). Singing is at the heart of the music curriculum at KS1, with chants and songs underpinning all areas of study. At Haydn, we relate these songs to the topics which the children are studying in the classroom wherever possible.

At key Stage 2 the guidance is grouped into 4 sections: singing, listening, composing (improvise, compose) and performing. We organise the music curriculum so that the topics that the children study, build upon prior learning and by following our progression document, the children are increasingly challenged as they move through the school.

The long-term plan (Appendix 1) maps the music topics studied in each term throughout each year group. The order of the topics may vary from year to year; very often the music topics taught tie in with the topics being taught in other curriculum areas, particularly at Key Stage 1. The music lead works this out in conjunction with teaching colleagues in each year group.

More detailed Short term (Appendix 2) plans are written on a weekly basis which list the specific learning objectives of each lesson as well as the specific musical focus. The music specialist is responsible for keeping these individual plans, and the class teacher and music subject leader often discuss them on an informal basis.

Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence and creativity in the children's music making.
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Foundation Stage

We teach music in the foundation classes as an integral part of the topic work covered during the year. The teaching of music at this stage contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Songs at this stage are often simple and repetitive and help children develop language skills as well as musical skills. Playing instruments fosters self-control, sharing, taking turns and increased confidence.

The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. In developing ideas for composition, children extend their vocabulary and develop their ability to express complicated ideas verbally.

Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

Information technology (IT)

Children use *Garage Band* which is a programme to aid composition and learn to navigate the *Garage Band* screen. Children choose various loops of music and build class compositions as well as individual compositions. They use the editing skills to develop a piece of music from the same initial loops as everyone else. They can listen and appraise different pieces of work and see how they vary with different children's interpretation and editing skills.

Recordings are often made of children's compositions and performances and can then be used as a way of encouraging evaluation and improvements to their work.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. When playing music together and especially when working in groups, children learn to work effectively and co-operatively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances can be one of the most memorable things young people do whilst at school. The satisfaction of playing together and sense of achievement when they 'get it right' provides a strong motivation for these developments.

Spiritual, moral, social and cultural development

Listening, creating or performing music can be a moving and evocative experience. Children are encouraged to reflect on the effect that music can have on people's emotions and senses. We ensure that the children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they are able to develop more positive attitudes towards other cultures and societies.

Aural development

Music has a huge impact on aural development - listening to rhythms, copying back, listening to melodic lines and copying back. Learning songs and simple percussion pieces by ear develops memory and internalizes an understanding of genres and styles.

Teaching music to children with special educational needs

At Haydn, we teach music to all children, whatever their ability. Music forms part of the school curriculum to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example, performances in other

venues, a risk assessment is carried out beforehand, to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

The music lead assesses children's work in music by making informal judgements and formative assessments during the lessons. An informal written assessment is made at the end of each specific musical topic.

The music lead keeps samples of children's work in the form of written pieces of work and photographs.

There is a 'Music Book' for each year group which has samples of children's work and photographs. This book travels throughout the school so is a record of the progress the children have made.

The peripatetic staff provide a written report at the end of the academic year for the children they have taught.

Resources

We have a wide variety of tuned and un-tuned percussion instruments which are used in lessons throughout the school; each key stage has a class set of instruments. In addition to this, there are a variety of resources used to help promote such areas as rhythm and notation skills. Additional instruments can be hired / borrowed from the Music Support Services where appropriate.

We have a large number of instruments (brass, woodwind and strings) for extra-curricular lessons, some owned by the school and some on long-term loan from the Nottingham Music Service. Children who have instrument lessons in school are able to take their instruments home to practise.

Because we have strong links with Nottingham Music Hub, we also have the opportunity to use some of their resources including packs to support the extra - curricular activities we take part in throughout the year eg: Resource pack to promote learning following on from the Great Orchestra Experiment, new singing resources for Christmas in the City etc

Monitoring and review

The music lead is responsible for the standard of children's work and for the quality of teaching in music. The work of the music lead also involves supporting colleagues, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. In conjunction with the headteacher, the music lead is responsible for producing an annual summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

A named member of the school's governing body is briefed to oversee the teaching of Music. This governor meets with the subject leader to review progress and receives a written commentary every term which reports on:

- recent activities / projects and performances
- forthcoming projects
- pupil statistics regarding numbers in music tuition / extra-curricular activities / exam results
- ongoing action and future development.

Impact

Planning, teaching and evaluating has impact on learning through:

- Providing lessons that encourage enthusiasm and enjoyment
- Providing sequences of lessons which build on prior learning
- Making lessons challenging so that they meet the needs of all individuals.
- Good quality teaching

Outcomes

At Haydn Primary the outcomes in music are recognised by the Nottingham Music Hub and as such we are a Music Hub 'Champion School'. This is "in recognition of our school's extraordinary staff members who support our mission of making music make a difference for every child in Nottingham city"

Date: Summer 2026

Appendix 1

Long term plan Music

Year 1

Autumn - Using voices expressively and confidently by singing songs and speaking chants and rhymes linked to topic about 'Ourselves' and songs for Christmas - singing for an audience

Spring - Listen with concentration and understanding to pre-recorded music which ties into topic on 'Winter' and 'Space' Also to play untuned instruments musically

Summer - introduction of seeing written rhythmic notation, experimenting with / selecting and combining rhythms

Year 2

Autumn - Using voices expressively and confidently by singing songs and speaking chants and rhymes linked to topic about 'Animal habitats' and Christmas production - singing for an audience

Spring - Play tuned instruments musically - introduce the idea of simple chords and play to accompany songs learnt

Summer - Listen with concentration to music from other styles and cultures (South American music)
Play untuned instruments musically (Samba drums and Samba percussion instruments)

Year 3

Ongoing throughout the year: Singing project in conjunction with 'Sing Nottingham' based at St. Marys' Church. Theme of Rhythm: introduced to crotchets, quavers, minims, semibreves and the corresponding Kodaly time names (ta, ti etc.) and hand signs.

Theme of Harmony and Texture: children learn pieces with a variety of different textures including solo/full, call and response, an echo song in two parts and a round in two parts.

Other Musical and Vocal Techniques: children will work on their pitch, tone, breath control, projection and upper register.

Spring - Introduce the Ukulele, and the main parts of the instrument.

How to hold the instrument, play open strings and keep a beat as a class. Introduce the concept of chords and break the chords down into individual notes so the the children can accompany a variety of songs. Performance to parents.

Summer - Introduce Garage Band, and the main elements of the program. Learn to navigate the Garage Band screen. Children to choose various loops of music and build a composition as a class, then allow children to create their own pieces of work.

Year 4

Autumn - Introduction to stringed instruments - names of different parts of the instruments, technique needed for playing, playing in solo and ensemble contexts

Spring - Listen to and become familiar with music from different traditions and composers played within GOE.

Summer - introduce written rhythmic notation and recognition of rhythms written down and heard aurally. Playing and rehearsing in preparation for year 4 concert.

Year 5

Autumn - Listen with concentration to music from great composers, focussing on the use of tempo, dynamics and orchestration to achieve different moods (Gustav Holst Planet's Suite). Composition using 'Tech' - Drumkit / Garage band

Spring - learning songs, rehearsing and performing for an audience - year 5 show which ties in with the Shakespeare Project

Summer - Use written musical notation for compositions to tie in with topic on 'Victorians'. Listen to recordings of some of the pivotal pieces of music composed within this era - focussing on the main differences between Classical and Romantic.

Year 6

Autumn - Developing an understanding of history of music - looking at key pieces from Classical, Romantic and Contemporary. Building on chord work and reading music to be able to accompany Mozart's 4th horn concerto, looking at structure. Rhythmic notation of musical motifs.

Incorporating rhythm work (Beethoven's 5th) and detailed analysis and recognition of instruments (Mussorgsky), composition of minimalist music and body percussion.

Summer - Learning songs, using voices expressively and with confidence. Performing in solo and ensemble contexts within the year 6 production

Appendix 2: Example of weekly Music Planning

Year Group: Yr 6 Term: Autumn 1

Musical Focus: 'Hall of the Mountain King' (listening and appraising - focusing on recognition of instruments and orchestration techniques)

Key Questions/Theme: What does the music make you think of? What instruments can you hear? What is this instrument called? Which orchestral family does it belong to? Are there any unusual effects? Can you describe the speed/ dynamics? Are they the same all the way through? Why do you think the composer chooses to use pizzicato? Which part of the story this is telling?

Objective/Learning Outcomes: To be able to listen to a piece of music and describe the mood it creates

To be able to pick out instruments used and describe how some of the effects are achieved

Activity: Introduce 'Hall of the Mountain King' from *Peer Gynt* by Grieg. Play the music all the way through so they can hear the piece as a whole. Discuss the mood of the piece and why the music is scary / dramatic / tense etc

Explain the story of the 'Hall of the Mountain King' and give background information for the piece and put into context - now moved into the 'Romantic' era. Ask which part of the story they think this piece is telling

Give out L&A sheet and begin to fill in the instruments they can hear. Watch orchestral clip and list extra instruments identified. Identify any special instrumentation effects eg: pizzicato in the strings
Talk through and explain and find examples of key vocab eg: tempo, dynamics and orchestration. Fill in the rest of the L&A sheet.

Finish by conducting the piece so they can focus on change of tempo and dynamics.

If time allows watch the 'Beat Box' composition from BBC Ten Pieces

Key Vocab: Romantic, *Peer Gynt*, Grieg, orchestration, tempo, dynamics, pizzicato

Resources: BBC Ten pieces clip, L & A sheet, 'Beat Box' clip

Musical Focus: Develop an understanding of the history of music

Appreciate recorded music drawn from great composers