



POLICY FOR MUSIC

Pickhurst Academy

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Reviewed:

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Document Purpose

Introduction

Pickhurst Academy – Music Policy/2025/2026



Music is a practical and theoretical subject, which should be enjoyed by all. From an early age, children have an awareness of rhythm, pitch and sounds around them and these should be developed on entry to school, developing a sound knowledge base. Music is important because it can provide fulfillment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends diverse cultures, abilities and generations.

Music is a vehicle for personal expression, and it can play an important part in the personal development of people. In addition, children should be motivated and inspired to think and perform creatively both individually and collectively, building personal confidence, inter-personal skills and nurturing a team ethic, as well as enhancing cross-curricular subjects.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

The significance of Music

At Pickhurst, we want our music lessons to be fun and inspiring. We want the children to feel able, reflective and expressive, developing their own appreciation of music. We provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to critically appreciate a wide variety of musical forms. We recognise its importance as a life-long skill. Every pupil in Key Stage 2 has an entitlement to learn through music.

Aims

- To encourage awareness, enjoyment, appreciation and understanding of



music in many forms.

- To develop an enthusiastic and positive attitude to all musical genres.
- To meet and exceed curriculum guidelines.
- To develop imagination and creativity.
- To encourage opportunities to perform to the school and wider community.
- To encourage a love and understanding of music through active involvement in performing, composing, listening and theory.

Delivery

All pupils have an opportunity to gain experience Music. A weekly lesson of 60 minutes for Years 3, 4, 5 and 6 is timetabled. Woodland music lessons are taught bi-weekly.

Working Scheme

At Pickhurst Academy, we use the Kapow music scheme of work which supports all the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences. This scheme has an integrated, practical, exploratory and child led approach to musical learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school. The Kapow Scheme provides teachers with week-by-week lesson support for each year group in the school; it also offers specialist music resources to support with the delivery of music lessons. All musical learning in the scheme is based around the Interrelated Dimensions of Music, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Intent, Implementation and Impact



Learning about music enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to learning throughout life. The natural links between music and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's understanding of their own culture/s and those of others. Music also lies at the heart of ideas about individual identity and community, learning about music can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own musical tastes.

Intent

We are committed to ensuring children understand the value of music in the wider community and are able to use their musical skills, knowledge and experiences to immerse themselves in music in a variety of different contexts. Children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject. We aim to provide children with the opportunity to progress to the next level of their creative excellence.

Our intent in Music is for children:

- To perform, listen to and review a wide range of music.
- To learn to sing and use their voices.
- To have the opportunity to gain experience of a musical instrument.
- To develop an understanding of the terminology used within all music, which are referred to as the Inter-related dimensions of music: pitch, timbre, dynamics, tempo, texture, structure, and musical notation.

Implementation



The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various performances and the learning of instruments. Through the musical scheme Kapow, teachers can produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. A steady progression plan has been built into Kapow, both within each year and from one year to the next, ensuring consistent musical development. By using Kapow as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum: Kapow includes many examples of music styles and genres from different times and places. Kapow lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children can use some of the language of music to dissect it, and understand how it is made, played, appreciated and analyzed. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Impact

All pupils will benefit from a high-quality music education which engages and inspires them to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity, and sense of achievement. As pupils progress, they will develop a growing musical vocabulary that allows them to critically engage with music. Children will develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children can enjoy music in as many ways as they choose – either as listener, creator or performer. Children can discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. Teaching



and learning music is a reflective process for the children as they are given the opportunities to assess themselves and their peers.

Resources

Music resources are stored in the Music Rooms.

These include:

- Percussion instruments and non-percussion instruments
- Glockenspiels
- Boom Whackers

Cross-curricular

Learning music is like learning another language and presents opportunities for the reinforcement of knowledge, skills and understanding in other curriculum areas. An understanding of the structure of music enhances the children's understanding.

There are also opportunities to link to other subjects such as:

Cross-Curricular and Cross-Cultural Links in Music (Years 3–6)

Music teaching across Key Stage 2 is designed to promote a strong understanding of cultural diversity, enabling pupils to explore, appreciate and respect music from a wide range of traditions and historical contexts.

Pupils explore *ballads* through links with English, where they draft and compose sentences orally, developing clarity and cohesion in their writing. Learning is enriched with traditional instruments and improvisation, introducing pupils to musical practices from different cultures. In Geography, pupils locate countries across Europe and the Americas, gaining contextual understanding of where different musical traditions originate. This supports the promotion of British values, particularly mutual respect, by encouraging appreciation of diverse cultural expressions.



Pupils develop their understanding of musical elements such as pitch, tempo and dynamics, exploring how these vary across global musical styles. Links with English are made through composing and rehearsing spoken language, including performance-based work such as haikus set to music. Connections to human and physical geography further deepen pupils' awareness of how environment and culture influence musical traditions around the world.

Pupils engage in composition inspired by the *Festival of Colour (Holi)*, providing a meaningful cross-cultural link to Indian traditions. This unit fosters creativity while developing an understanding of the cultural and religious significance of music in celebrations. Through this, pupils continue to build respect for diversity and reinforce British values, particularly mutual respect.

Pupils study *Songs of World War II*, linking music with historical understanding of British society beyond 1066. This unit highlights how music reflects cultural identity, shared experiences and historical events. Cross-curricular links include English (speaking and listening through songs, stories and rhymes), Geography (exploring musical traditions and cultural customs globally), and Modern Foreign Languages (learning songs from different countries). Pupils also engage with music through Art, creating visual responses to musical pieces, and Computing, using interactive tools to support composition and learning. Mathematical concepts such as counting and time are reinforced through rhythm and structure in music.

Whole school involvement

Parents and SLT are kept informed of what is being taught via school website. At Pickhurst we have lots of musical children whose skills are celebrated both in music lessons and within the school. Music should be taught throughout the school, establishing cross-curricular links where possible. As well as music lessons in class, KS2



music assemblies will take place weekly, led by the Music Lead and including pupil performances. Our school choir is formed to perform at school events, including Harvest, Christmas, Easter, International Day and Community events. In addition, instrumental groups and those who learn instruments independently will be encouraged to perform and showcase their talents within Music assemblies.

Assessment

The class teacher assesses each child's progress with reference to the attainment targets of the KS2 Programme of Study for Music. As music is a practical subject, assessment can be carried out a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. The progression grid ensures children are accessing work at age related expectations, with regular opportunities to be challenged through higher-level objectives. Children are assessed according to age related expectations in line with curriculum requirements. This is done in line with the school assessment calendar. This information is recorded and monitored by the co-ordinator and is uploaded onto Evidence Me as the assessment tool to support the assessment of music lessons.

Special Needs and Classroom Support

The teaching of Music gives every child a chance to take part and enjoy different musical genres. They have the freedom to appreciate and express their creativity in a variety of diverse ways. It can provide a boost to those children who have difficulties in other areas of the curriculum. Some children have previous experience of learning a musical instrument and can apply the skills and strategies they have learnt.



Equal Opportunities

In keeping with the school policy on Equal Opportunities the teacher will be aware of the differences and individual needs of each child regarding the physical, emotional, behavioural and learning needs, as well as any special abilities and any needs that may arise because of race or gender.

Health and Safety

Health and safety arrangements are in line with the school policy.

Role of the Music Lead

- Implement the delivery of a scheme of work for Music which meets the targets of the KS2 Program of Study
- Ensure the delivery of the Kapow music scheme.
- Regularly meet up with Music leads within trust.
- Manage the provision and development of the resources.
- Bid for and manage the budget for this curriculum area.
- Provide advice about the Music policy.
- Consult with classroom teachers and SLT to keep them informed of latest developments and pass on assessment data.
- Monitor and review the Music provision within the school.
- Keep up-to-date professionally, through reading and attending local network meetings.