

THE WILLOWS PRIMARY SCHOOL



MUSIC POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Author:

Headteacher

Date:

September 2026

Review Date:

September 2028

Signed :

Intent

The study of music relates to artistic expression and communication using the body, voice, formal and improvised instruments in creative ways. Our music curriculum also aims to develop international learning through music. We draw on a broad range of music, stimuli and resources to promote engagement with home and host countries' traditions and cultures. The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

As a result of our music curriculum, learners develop their knowledge of a variety of musical styles, musicians and their areas of expertise (composing or performing), both first-hand and from secondary sources. Learners will practise and prepare for performances by composing, singing and/or playing instruments. They will be able to listen carefully and/or critically to peers and published music, identifying elements and recognising emotional responses.

Learners will develop an understanding of how music means different things to individuals, as well as how it plays an important role in culture, religion and entertainment. They will also gain an understanding of sources of inspiration and the manipulation of musical elements for the creation of music. Listening to recorded performances will be complemented by opportunities to experience live music making in and out of school.

Our aspiration is that children are inspired to listen to, appreciate and make music both in and out of school.

To be successful, learners must:

- Compose music and perform by singing and playing instruments
- Express emotions and experiences through music, developing their creativity and imagination
- Communicate their understanding of and response to music using appropriate vocabulary and subject-specific terminology
- Appreciate, respect and enjoy musical compositions and performances and the work of musicians from different countries and cultures
- Connect learning within and between subjects, identifying the function of music in people's lives now and, in the past

Implementation

EYFS Expressive Arts and Design

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.

Toddlers and young children will be learning to:

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore their voices and enjoy making sounds
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'

3 and 4-year-olds will be learning to:

- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

Children in reception will be learning to:

- Listen attentively, move to and talk about music, expressing their feelings and responses
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

The Willows Music Curriculum

Music is taught as part of the International Primary Curriculum and the learning goals for this subject are taught as discrete units of work as well as integrated into the termly topics where appropriate. Music is taught every week and is informed by the model listening curriculum. Lessons are taught by class teachers and teaching is supported by the IPC specialist units of work. This musical learning is further supplemented by weekly singing assemblies in each key stage, lasting 20 minutes. Children in KS2 learn the steel pans every week as a whole-class ensemble taught by music specialists from Berkshire Music Trust as part of the Wider Opportunities/In 2 Music programme.

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances will be complemented by opportunities to experience live music making in and out of school. At the end of Year 6, pupils should be able to identify some of the key pieces of music studied as part of the curriculum and identify their characteristics.

	Autumn	Spring	Summer
Y1	Singing Together In this unit, we will be using our voices to sing together in different ways. We will be working towards a whole class singing performance.	Composing Rhythms Rhythm is defined as a pattern of different beats and in this unit, the children will be putting together patterns of different beats in order to create their own rhythms.	Instrument Families In this unit, we will be learning about different families of instruments and the sounds they make. We will be learning the names of different instruments in each family and how they are played.
	Blues	Mozart	Brazilian Samba
	Art Pop	Holst	Music from host countries - Great Britain, The Netherlands and Costa Rica
Y2	Film Scores In this unit, the children are going to learn about how music is used in films and use that knowledge to compose their own piece of music for a film clip.	Notating Pitch In this unit, we will be learning about how to read and write music in pitches (high and low sounds). The children will spend time identifying pitches with their ears, and then they will learn how to do it with their eyes. They will discover why it is important to write music down, just like we write down stories, so that we can share music with the world and give everyone the opportunity to learn the same piece of music.	Playing as a Musical Ensemble In this unit, we will be playing as a musical ensemble. This means that we will be composing and conducting music for others to play.
	Rock and Roll	Ravel	Indonesian Gamelan
	Pop	Anna Clyne	Music from host countries - Nepal, Cambodia and Spain

	Autumn	Spring	Summer
Y3	Steel Pan Tuition – Berkshire Maestros/Culture Mix		
			Temples, Tombs and Treasures In Music, we'll be learning about: The instruments used in Ancient Egypt/Ancient Sumer Manipulating elements of music to change how it sounds Composing music to help tell a story.
	Disco	A. R. Rahman	Trinidadian Calypso
	Funk	Handel	Music from host countries - Norway, Egypt and Trinidad
Y4	Steel Pan Tuition – Berkshire Maestros/Culture Mix		
		Inventions that changed the world In Music, we'll be learning about: Musical instruments from the past	Vanishing Rainforests - Music of the Amazon In Music, we'll be learning about: Creating the atmosphere of the rainforest through sound.
	90's Indie	Beethoven	Indian Classical
	Jazz	Hildegard	Music from host countries - Italy, USA and Brazil

Y5	Steel Pan Tuition – Berkshire Maestros/Culture Mix		
	Music Appreciation – Planet Suite (Holst) This unit encourages children to explore outer space through ‘The Planets’ by Gustav Holst. Children can then learn about the composition of the different planets in our solar system and finally compose their own music to represent Earth.	Music: Ensemble Play & Compose (Hercules) In this unit we will be learning about the music of American composer and conductor John Williams. We will listen to, move, keep a steady beat, play rhythm, and compose with some of his most iconic pieces of music. And we will be focusing on reflecting about the importance of music in films, how to play as an orchestra, the importance of a conductor, how to compose music for a story creating motifs for a character, emotions, or actions.	
	80’s Synth Pop	Vaughan Williams	South African Choral
	90’s singer songwriter	Britten	Music from host countries - Russia, Greece and India
Y6	Steel Pan Tuition – Berkshire Maestros		
	African Rhythms This unit will provide a space to engage on the importance of rhythm in our lives and create an awareness of African culture and music. Children will learn to keep the beat, identify, write, and create different rhythm patterns to sing, move and play African songs.	Steel Pan - Composition In this unit we will be applying scales, notes and rhythms learnt in steel pan lessons to our own musical compositions. We are also learning ear training and learning to listen to each other. Practising in small groups and with partners will help learners to play different parts of compositions together.	
	90’s R and B	Tchaikovsky	Argentine Tango
	Folk	Rutter	Music from host countries - France, South Africa and Japan

The Willows Listening Curriculum

The teaching of music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances will be complemented by opportunities to experience live music making in and out of school. At the end of Year 6, pupils should be able to identify some of the following pieces of music and their characteristics.

	Autumn - Popular Music			Spring - Western Classical Tradition & Film			Summer - Musical Traditions			
	Style	Title	Artist	Title	Composer	Period	Country	Tradition	Title	Artist Composer
Y1	Blues	Runaway Blues	Ma Rainey	Rondo alla Turca	Mozart	Classical	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes Carlinhos Brown
	Art Pop	Wild Man	Kate Bush	Mars from The Planets	Holst	20 th Century	Music from host countries - National anthems of Great Britain, The Netherlands and Borneo			

	Autumn - Popular Music			Spring - Western Classical Tradition & Film			Summer - Musical Traditions			
	Style	Title	Artist	Title	Composer	Period	Country	Tradition	Title	Artist Composer
Y2	Rock and Roll	Hound Dog	Elvis Presley	Bolero	Ravel	20 th Century	Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
	Pop	With a little help from my friends	The Beatles	Night Ferry	Anna Clyne	21 st Century	Music from host countries - National anthems of Nepal, Cambodia and Spain			
Y3	Disco	Le Freak	Chic	Jai Ho from Slumdog Millionaire	A. R. Rahman	21 st Century	India	Indian Classical	Sahela Re	Kishori Amonkar
	Funk	I Got You (I Feel Good)	James Brown	Hallelujah from Messiah	Handel	Baroque	Music from host countries - National anthems of Norway, Egypt and Zimbabwe			
Y4	90's Indie	Wonderwall	Oasis	Symphony No. 5	Beethoven	Classical	Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
	Jazz	Take the 'A' Train	Billy Strayhorn Duke Ellington Orchestra	O Eucharisti	Hildegard	Early	Music from host countries - National anthems of Italy, USA and Brazil			
Y5	80's Synth Pop	Smalltown Boy	Bronski beat	English Folk Song Suite	Vaughan Williams	20 th Century	South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo
	90's singer songwriter	Play Dead	Bjork	This Little Babe from Ceremony of Carols	Britten	20 th Century	Music from host countries - National anthems of Russia, Greece and India			
Y6	90's R and B	Say My Name	Destiny's Child	1812 Overture	Tchaikovsky	Romantic	Argentina	Tango	Libertango	Piazzolla
	Folk	Sea Shanties	Various	Connect It	Anna Meredith	21 st Century	Music from host countries - National anthems of France, South Africa and Japan			

Time and Organisation

Music is taught as part of the International Primary Curriculum and the learning goals for this subject are taught as discrete units of work as well as integrated into the termly topics where appropriate

- KS1 pupils will follow the Milepost 1 learning goals (based on KS1 NC POS)
- LKS2 pupils will follow the Milepost 2 learning goals (based on LKS2 NC POS)
- UKS2 pupils will follow the Milepost 3 learning goals (based on UKS2 NC POS)

In KS2 all children are given access to whole class music tuition through the Berkshire Maestros First Access provision. Children learn to play the steel pans as part of this tuition.

Music also plays an important part in school assemblies and there is a weekly 20-minute singing practice. Regular additional opportunities to listen to music are planned into the weekly timetable e.g. during morning work and before transitions to playtime and lunchtime. The focus for these opportunities are taken from our Listening Curriculum

In KS1 the children sing and perform as part of our annual Christmas production (every December). In Year 6 the children sing and perform as part of our annual summer production.

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of IPADs and other media as well as recording work on paper where appropriate. Pupils are invited to evaluate their work in progress as well as their finished pieces.

Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, practical tasks and discussion. Their knowledge, skills, and understanding will be assessed and recorded against the IPC learning goals for this subject. This information will form part of the annual report to parents at the end of each academic year.

Resources to Support Music

- Use of peripatetic teachers
- Selection of instruments

External Involvement

Berkshire Maestros provide small group and individual music tuition for identified pupils in the following instruments – guitar, woodwind and, keyboard. Information about this is available to parents from the school office.

Culture Mix provides whole class ensemble steel pans lessons to all children in KS2.

Culture Mix also offer paired and individual drumming lessons for pupils in KS2

Culture Mix also provide extra curricular steel pans clubs to children across KS2



THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand

Appendix 1 – National Curriculum Requirements for Music

The national curriculum for music aims to ensure that all pupils:

- 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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should be taught to:

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

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 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 and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Appendix 2 – IPC Learning Goals for Music

Strand	Milepost 1	Milepost 2	Milepost 3
Performance (solo and ensemble)	1.01 Be able to sing simple songs in unison and following the tune	2.01 Be able to sing complex songs with expression and accuracy	3.01 Be able to sing songs with expression and audience awareness
	1.02 Be able to perform individually and/or with others	2.02 Be able to maintain their part within an ensemble performance	3.02 Be able to fulfil their role when performing with others, following conductor cues
	1.03 Be able to respond to musical stimuli	2.03 Be able to offer an appropriate response to musical stimuli	3.03
	1.04 Be able to recreate/imitate sounds and patterns	2.04 Be able to perform/recreate from symbolic or staff notation	3.04 Be able to accurately perform/recreate musical phrases from staff notation and develop their own interpretation
	1.05 Understand that musical elements can be used to create different effects	2.05 Understand that musical elements can be combined and manipulated to create varied effects	3.05 Understand that musical elements can be combined and manipulated to create a specific effect

Strand	Milepost 1	Milepost 2	Milepost 3
Creating music (composition and improvisation)	1.06 Be able to improvise using voice and/or untuned percussion instruments in response to a stimulus	2.06 Be able to compose and manipulate ostinatos/patterns on instruments within a given framework	3.06 Be able to compose melodic phrases using a specified scale
	1.07 Be able to choose appropriate sounds and instruments when creating music and be able to give reasons for their choices	2.07 Be able to manipulate musical elements to communicate a given idea	3.07 Be able to manipulate musical elements when creating an extended composition
Musical literacy	1.08 Know that music can be represented by symbols	2.08 Know that musical notation indicates how sounds should be played	3.08 Know the names of different note values in standard notation
	1.09 Be able to use symbols to represent sounds including in their own compositions	2.09 Be able to read and interpret the basic principles of staff notation	3.09 Be able to use principles of staff notation
	1.10 Be able to identify musical elements	2.10 Be able to identify a broad range of musical elements	3.10 Be able to discuss musical elements and the effects that they create
	1.11 Know the different ways sounds are made with a selection of instruments	2.11 Know the names of the instrumental families and some of their characteristics	3.11 Know the classifications of families and the instruments attributed to them

Strand	Milepost 1	Milepost 2	Milepost 3
Critical appreciation	1.12 Be able to improvise using voice and/or untuned percussion instruments in response to a stimulus	2.12 Be able to compose and manipulate ostinatos/patterns on instruments within a given framework	3.12 Be able to compose melodic phrases using a specified scale
	1.13	2.13 Understand that music may have common elements because of where and when it was created	3.13 Understand that there are features and conventions most associated with particular styles and genres
	1.14 Be able to comment on their own musical experiences with supporting reasons	2.14 Be able to appraise the effectiveness of compositions and performances	3.14 Be able to critique the effectiveness of performances
	1.15 Understand that music means different things to different people	2.15 Understand that music is used for a variety of purposes	3.15 Understand that music can be linked to cultural identity

The Willows Primary School Music development plan

Overview

Detail	Information
Academic year that this summary covers	2026 - 27
Date this summary was published	August 2024
Date this summary will be reviewed	August 2027
Name of the school music lead	Jo MacArthur
Name of school leadership team member with responsibility for music (if different)	Laura Whitmee
Name of local music hub	Berkshire Music Trust
Name of other music education organisation(s) (if partnership in place)	Culture Mix

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

Our music curriculum also aims to develop international learning through music. We draw on a broad range of music, stimuli and resources to promote engagement with home and host countries' traditions and cultures. The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

As a result of our music curriculum, learners develop their knowledge of a variety of musical styles, musicians and their areas of expertise (composing or performing), both first-hand and from secondary sources. Learners will practise and prepare for performances by composing, singing and/or playing instruments. They will be able to listen carefully and/or critically to peers and published music, identifying elements and recognising emotional responses.

Learners will develop an understanding of how music means different things to individuals, as well as how it plays an important role in culture, religion and entertainment. They will also gain an understanding of sources of inspiration and the manipulation of musical elements for the creation of music. Listening to recorded performances will be complemented by opportunities to experience live

music making in and out of school.

Our aspiration is that children are inspired to listen to, appreciate and make music both in and out of school.

Our curriculum allows all learners to:

- Compose music and perform by singing and playing instruments
- Express emotions and experiences through music, developing their creativity and imagination
- Communicate their understanding of and response to music using appropriate vocabulary and subject-specific terminology
- Appreciate, respect and enjoy musical compositions and performances and the work of musicians from different countries and cultures
- Connect learning within and between subjects, identifying the function of music in people's lives now and, in the past

Music is taught as part of the International Primary Curriculum and the learning goals for this subject are taught as discrete units of work as well as integrated into the termly topics where appropriate

Music is taught every week and is informed by the model music curriculum (March 2021).

Lessons are taught by class teachers and teaching is supported by the IPC specialist units of work. This musical learning is further supplemented by weekly singing assemblies in each key stage, lasting 20 minutes. Children in KS2 learn the steel pans every week as a whole-class ensemble taught by music specialists from Berkshire Music Trust as part of the Wider Opportunities/In 2 Music programme.

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, practical tasks and discussion. Their knowledge, skills, and understanding will be assessed and recorded against the IPC learning goals for this subject. This information will form part of the annual report to parents at the end of each academic year.

Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

At The Willows Primary School, we currently offer individual and small-group lessons on recorder, piano, saxophone, clarinet and other woodwind instruments through our work with the Berkshire Music Trust. Peripatetic Teachers visit the school and teach children in our dedicated music practise room.

Individual and small group lessons are funded by parents, however for those children who are Pupil Premium, these lessons can be funded by the Pupil Premium provision.

We work closely with Berkshire Maestros through the Berkshire Music Trust to ensure we can offer the best possible music opportunities for our children.

We offer weekly after school steel pan sessions and children who attend form a LKS2 and an UKS2 ensemble. All ensembles are free and accessible to all of Key Stage 2.

We work closely with Culture Mix to ensure we can offer the best possible music opportunities for our children using our steel pans. Culture Mix also offer paired and individual drumming tuition.

Part C: Musical experiences and events

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips that are linked to music.

Children will have the opportunity to perform or experience high quality music this academic year.

Please see below for a list of those opportunities:

- EYFS Nursery Rhymes Singing challenge
- Reception Christmas singing production
- KS1 Christmas singing production
- Termly performances in assembly by the children who receive small group and individual music tuition
- Termly performances from the LKS2 and UKS2 steel pans ensemble
- Annual performance at the Culture Music School Steel Pans festival
- Years 3,4,5 and 6 performing to an audience at the end of their Wider Opportunities/In 2 Music project.

In the future

In future years, our Music Development Plan aims to achieve the following: -

- Introduction of a wider range of instruments on offer for small group or individual lessons.
- Further develop performance opportunities for our young musicians throughout the school year.
- Opportunities to include first hand musical events/concerts to our termly trip enrichment programme