

Sunning Hill Primary School



Music Policy

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Reviewed by: Governing Body

Our School Values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

At Sunning Hill we follow the National Curriculum and the Early Years Foundation Stage Framework. Our school values and motto are reflected through the curriculum which promotes learning and personal growth. These values are interwoven into school life to ensure our children leave Sunning Hill as well rounded British citizens who can make a contribution to their own community and the wider world. We plan and deliver a tailored, engaging and challenging curriculum. Children's cultural capital is broadened through a range of visitors, events, extracurricular clubs and first hand experiences.

Curriculum Intent for Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Our aim is to expose children to all genres of music not only through the music curriculum but also by weaving it into school life. We want to nurture and develop children's talents and abilities in this area by exposing them to music in its many different forms.

At Sunning Hill Primary School, we follow the statutory Music Programmes of Study at KS1 & 2. For the Early Years Foundation Stage we follow the Statutory Framework for the Early Years Foundation Stage (expressive arts and design section) and Development Matters. Within the Early Years the area of Listening and Attention and Understanding is also critical to musical development. Learning objectives are taken from Bolton's Skills Progression Framework from Nursery to Year 6.

Our Music curriculum meets the needs of every pupil. We plan and deliver an engaging and challenging curriculum where learning is robust, transferrable and children are encouraged to make connections. This includes lessons as well as learning that takes place outside the classroom such as: music workshops, events (schools music festival), extracurricular clubs (Choir, mini choir and Recorder club) and other first-hand experiences (Furthering Talent). This is particularly pertinent for our children as it ensures they leave Sunning Hill as well rounded individuals that have experience of making and appreciating music.

Curriculum Implementation for Music

2025-2026

This school year we are delighted to continue working with Bolton Music Service to ensure that teaching and learning of music at Sunning Hill Primary School is of the very highest standard. We are also very proud to be included in Bolton Music Service's "Furthering Talent" programme which is the result of a recognised group of our children being recognised for their musical ability.

The intent of our curriculum is implemented through careful planning, teaching, assessment and feedback. We structure the curriculum so that it provides breadth and depth and also allows all children to succeed both within the classroom and beyond. The following are the ways we ensure that the curriculum is taught in line with our aims;

- The Music curriculum is delivered as a discrete subject and cross-curricular links are made where appropriate to embed learning. There is a consistent approach across all year groups.
- We use Bolton's skills Progression Framework as the basis for our medium term plans, which are written by the professionals of the music service. This ensures a music curriculum that is progressive and allows children to recap and build upon previous learning.
- Units of work are planned and delivered sequentially so that learning can be built upon which enables knowledge to be embedded.
- We set clear outcomes for individual lessons and blocks of learning, ensuring the children understand what is expected and how to make progress against specific criteria.
- Speaking and listening is promoted and woven in through the subject. It is a core skill that allows children to develop their ability to communicate effectively. We feel this is particularly pertinent for the children in our school.
- We provide a range of first-hand experiences to help children make connections and remember more. This includes not only the opportunity to play instruments within the lesson but extra-curricular opportunities such as performance buddies and a music workshop with music service specialists.
- Throughout their time in KS2, all children have the opportunity to experience instrument teaching (drumming) in year 3.
- The music curriculum is adapted to meet the needs of all learners and prepare them for the next stage in their education. Children with special educational needs are supported by staff in music lessons so they can participate at their own level and the instruments they use are considered and adjustments made where necessary.
- Subject specific vocabulary is selected and taught explicitly using the Bolton Primary Music Service, Skills Progression Framework. This is progressive across year groups and is clearly displayed in lessons so the children can refer to it. This helps the children to articulate their knowledge and understanding.
- Each year group has a core composer that the children will revisit over the year. By the time a child reaches year 6 they will have a deeper knowledge of 6 composers, in addition to the other composers they learn about in their music lessons.
- We promote curiosity and critical thinking by giving children lots of opportunities to ask questions about their learning. They use some of these questions to further their learning by doing their own research.
- KS2 pupils are given the opportunity to join our school choir.

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- KS1 pupils are given the opportunity to join mini choir.
- Year 2 pupils are given to opportunity to join recorder club.
- Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs.
- Feedback is regularly given to the children. The purpose of any feedback given is to move a child forward with their learning.
- The school has a carefully planned induction programme to support ECTs and new staff.
- All Children are exposed to a wide variety of music genres and instruments. This is delivered in our whole school assembly. Over the year, a variety of music genres will be played and particular attention will be drawn to the instruments and artist/composers.
- Children experience a whole school sing (Big Sing) as part of assembly.

Curriculum Impact for Music

Through the clear and aspirational intent and structured and rigorous implementation of the music curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills in music. The impact of this is measured in the following ways;

- Monitoring of the subject through planning scrutiny, lesson observations and drop-ins and pupil discussions to measure the impact of music in all year groups. Areas of strengths are celebrated and areas for development are acted upon.
- Assessment within and at the end of each taught unit where the class teacher will use their evaluation and observation of lessons to assess if each child is working at age expected level or below. Where a child is working below the age expected level the teacher will ensure future support and adaptive teaching.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins and pupil discussions. This information is used to plan staff meetings and external training opportunities as needed.
- Showcasing pieces of music/songs e.g. assemblies and performances to other classes and children's families.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.