



Villa Real School
together we achieve

Music Policy 2024

Responsibility: Clara Becares Garcia

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Date to be reviewed:

April 2026

INTRODUCTION

At Villa Real School, our aim is to fulfil the requirements of the National Curriculum by providing a broad, balanced and differentiated curriculum. We also aim to develop a love of music and develop skills for later life such as self-regulation and social interaction.

The schools that were successful, focused on deliberately teaching pupils to get better at music rather than assuming they would get better by simply 'doing' music. (*Striking the right note: The music subject report September 2023*)

DEFINITION

Music is delivered as a part of the curriculum throughout all pathways within Villa Real School from EYFS to 14 – 19 Provision. This teaching aims to develop skills, and to ensure that listening, and applying knowledge and understanding are developed through the interrelated skills of performance, composing and appraising.

SCOPE

This policy applies equally to all pupils/students in the School, with full consideration given to each individual's specific needs in relation to the learning of music.

As part of this process, advice and guidance is sought, when appropriate, from other professionals working in the School in a peripatetic capacity – including Speech Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists and teachers of the multi-sensory impaired.

RATIONALE

Villa Real School recognises that the opportunities for experience of music and the acquisition of skills, knowledge and understanding to as high a level as can be achieved by each pupil/student is important to his/her overall development.

The ability to manipulate sound is central to both performing and composing. It also has an impact on how we listen. In the schools where we found the most effective teaching, the curriculum developed pupils' ability to control sounds, through singing, playing instruments, or learning music technology, gradually and iteratively. (*Striking the right note: The music subject report September 2023*)

ENTITLEMENT

All pupils/students at Villa Real are entitled to a Music Curriculum that offers opportunities for the development of skills, knowledge and understanding through the key elements of performing, composing and appraising:

- Solo and ensembles
- For a variety of audiences both with and without accompanying music
- In a range of situations including outside of the classroom
- Using a wide range of resources and materials appropriate to abilities and age, including a variety of instruments, recordings and published material and live music
- Expressed in different ways through actions, singing and facial expression
- Using ICT and electronic music

The achievements of all pupils/students are recognised as having relevance to each of these areas.

AIMS

The aim of the Music Curriculum is to enable each pupil/student to develop his/her full potential for:

- Performing music
- Composing music
- Appraising music
- Pupils, particularly at key stage 3, have enough curriculum time to develop their musical knowledge and skills incrementally
- The curriculum identifies precise end points in performance, composition and listening work, and then sets out the knowledge and skills pupils need, step by step, to reach these end points
- The curriculum builds, incrementally, pupils' knowledge of the technical and constructive aspects of music

Music at Villa Real is an inclusive and enjoyable subject. Through our curriculum pupils also develop their confidence, communication skills, relationships and respect for others, control of movement and body awareness, and self-belief and self-regulation.

Music provides an opportunity for children and young people to develop their emotions, through music and with music, and enables them to express their thoughts and feelings.

REQUIREMENTS/EXPECTATIONS

The Music Curriculum is bespoke to meet the needs of the pupils/students and with regard to the age appropriateness of content and/or style. Individual progress is recorded and monitored through the Early Years

Development Journal (for EYFS pupils) and by using B squared Program for Engagement and Progression Step pupils/students.

Where appropriate, class teachers will liaise with other professionals in developing effective and appropriate teaching/learning situations.

It is the intention of the School to provide the resources and opportunities for training necessary for teaching and non-teaching staff to put the Policy into practice.

School based CPD time will be used to:

- Quality assure Medium term plans, Lesson walks and work scrutinies
- Share and develop teaching strategies and skills
- Familiarise staff with available teaching resources

CURRICULUM PROVISION AND ORGANISATION

An ambitious curriculum which starts in the Early Years Foundation Stage (EYFS), where children are given regular opportunities to be imaginative and expressive, exploring sounds, singing songs and rhymes, listening and moving to a range of music.

The overview for Key Stages 1 – 3 has origins in the National curriculum and builds on prior learning within the EYFS. Key elements to be taught are set out along with key vocabulary and suggested resources and activities. Genres are also mapped out to ensure depth and breath.

Pupils/students have access to a variety of live music performances throughout the year, providing opportunities for children to listen and appraise. An after-school club for singing and signing forms part of our extracurricular offer.

Key Stage 1 and 2 have 1 term delivered by a Durham Music Service Specialist, focusing on playing tuned and un-tuned instruments, pulse and rhythm.

Across the school, pupils will be encouraged to move their body in response to music and to talk about their emotions/feelings through the music and with the music, supporting and developing their wellbeing.

EYFS - Music is taught in class by a Peripatetic Music Teacher for 1 term. Additional music lessons and experiences are provided by the class teacher, as part of Expressive Arts and Design.

Key Stage 1 – Pupils will begin by exploring pulse, rhythm and simple appraisal skills; likes and dislikes. They will use their voices and/or sign (where able)

expressively to sing songs and rhymes. They will play tuned and untuned instruments to experiment, select and create sounds. Pupils will listen to a range of live and recorded music.

Key Stage 2 – Pupils are taught on a weekly basis and follow a 4-year curriculum overview, enhancing prior knowledge by building on the elements taught in Key Stage One, for example learning about tempo through different genres. Some pupils will begin to listen and understand with increased attention to a wide range of music. This range will include culturally relevant music as well as great composers, as stated in the Key Stage Two National Curriculum.

Key Stage 3 – Students will build on previous knowledge, skills and understanding. Where able, pupils will play and perform with increasing confidence in solo and ensemble contexts. Where able, students will use their voice and instruments musically and with increasing fluency and accuracy. Students will improvise and compose, developing ideas and drawing on different styles and structures. Students will continue to be introduced to new genres, including music from great composers and musicians, as stated in the Key Stage Three National Curriculum.

14 – 19 Provision - Students will build on prior knowledge, with activities and experiences that enhance and support other areas of learning with a focus on skills for later life such as self-regulation and social interaction.

Some of online resources used to support the teaching of the units are Charanga, Musiclab, Garageband, Purple Mash among others. With the use of this resources, pupils can reinforce the knowledge of the area and continue developing in their own way. Through the use of some of the areas in those apps, pupils will continue developing their understanding on performing, composing and appraising music.

PLANNING

Key Stage 1, 2 and 3 Class Teachers plan for 2 terms of discrete Music lessons, following the Music Overview. The Peripatetic Music Teacher plans for the remaining 1 term. Additional music activities and experiences, such as Quiet times, Collective Worship and Cross Curricular music activities are planned by all class teachers and the Music Co-ordinator.

The Music Co-ordinator liaises with the Peripatetic Music Teacher and also monitors lessons across the Key Stages to ensure that the requirements for each are being followed. The Music Coordinator also provides advice on good practise and works with staff on any difficulties, to ensure that Music continues to be a positive and enhancing learning experience for all pupils/students.

ASSESSMENT

Teachers provide ongoing feedback to pupils that improves the quality of pupils' music making both in terms of technique and expressive quality. Teachers routinely demonstrate to pupils what high-quality musical responses sound like, and the processes for achieving those outcomes.

CONCLUSION

Villa Real School believes that the teaching of Music is fundamentally important to the whole of the curriculum for our pupils/students. We are committed to providing full opportunities for each individual to achieve the aims described above.

Through music, our children are able to connect with themselves and others in the community and experience opportunities to perform and show their talents to the world! Also, gives pupils a tool to support their wellbeing and mental health.

Our aim is for all children to leave us with a developed knowledge and understanding of a wide range of music from different cultures and traditions and to have a passion for music in the future.