



Villa Real School
together we achieve

Music Policy 2026

Responsibility: Clara Becares Garcia

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Date to be reviewed: July 2028

INTRODUCTION

At Villa Real School, our aim is to fulfil the requirements of the National Curriculum by providing a broad, balanced and differentiated curriculum, adapted to meet the needs of all pupils.

Music plays a vital role in the development of all pupils, providing inclusive opportunities that meet a wide range of needs, support communication and emotional regulation, and enable pupils to engage with learning and express themselves.

Music is an important part of the Creative Arts curriculum, giving pupils opportunities to explore, create and respond in a variety of ways. It provides a safe and meaningful space where pupils can express themselves, develop confidence and communicate, particularly where verbal communication may be limited.

Music is delivered both as a discrete subject and across the wider curriculum, supporting pupils' regulation, wellbeing and readiness to learn. Through shared musical experiences, pupils develop relationships and a sense of belonging.

Through music, pupils experience a wide range of styles, cultures and traditions. We celebrate multicultural festivals, promoting respect for diversity, individuality and uniqueness.

"Music education is not a luxury; it is a vital part of a broad and balanced curriculum that supports personal development and wellbeing."

(The Power of Music to Change Lives, DfE 2022)

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 music is an essential part of pupils' development. It provides opportunities for pupils to:

- Communicate and interact with others
- Develop emotional regulation and wellbeing
- Engage in learning in an accessible and meaningful way
- Express themselves, their emotions and preferences
- Experience creativity, enjoyment and success

For many pupils, music is a crucial tool for self-expression, enabling them to communicate in ways that may not be possible through spoken language. Music enables pupils to explore and control sound through voice, instruments, movement and technology. A well-planned curriculum ensures that pupils develop skills progressively over time, building confidence and independence.

"Music is a universal language that embodies one of the highest forms of creativity and provides a unique means of expression."

(National Curriculum for Music)

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 ensemble experiences
- For a variety of audiences both with and without accompanying music
- In a range of situations including outside of the classroom
- Using a variety of resources, instruments and technology
- Expression through sound, movement and interaction

The achievements of all pupils/students are recognised across these areas.

AIMS

The aim of the Music Curriculum is to enable each pupil/student to develop their full potential in:

- Performing music
- Composing music
- Appraising music

The curriculum also aims to:

- Provide opportunities to develop musical knowledge and skills over time
- Identify clear end points and the steps needed to achieve them
- Build understanding of musical elements and expression

Music supports pupils' confidence, communication, relationships, self-regulation and emotional development

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

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The Sounds of Intent framework supports pupils to access music at different levels. Learning is broken into small steps, ensuring pupils are appropriately supported and challenged, enabling progress over time through responding, creating and interacting with music.

Music is delivered across all pathways from EYFS to Post-16, building on prior learning and adapted to meet individual needs.

The Music curriculum is informed by the National Curriculum for Music, the Early Years Statutory Framework, the Sounds of Intent Framework and the National Plan for Music Education, and is adapted to provide a bespoke and inclusive curriculum suitable for all pupils.

In the Early Years Foundation Stage, pupils are given regular opportunities to explore sound, movement and rhythm through play-based and sensory experiences as part of Expressive Arts and Design.

Across Key Stages 1–3, the curriculum builds on prior learning and provides a progressive approach, ensuring pupils develop skills in performing, composing and appraising over time.

Key features of provision include:

- Weekly music sessions, including specialist teaching through Durham Music Service
- Opportunities to explore voice, instruments, movement and music technology
- Exposure to a wide range of musical styles, cultures and traditions
- Opportunities for live music experiences and performances

Across the school, music is also used to support regulation, transitions and engagement, with pupils encouraged to respond physically and emotionally to music.

In Post-16 provision, music supports life skills, wellbeing and self-expression, helping pupils develop independence and participate in meaningful activities

ENRICHMENT

Pupils/students have access to a wide range of musical experiences, including:

- School-based music groups and bands
- Participation in the Big Sing / Big Sign and Sing
- Trips, visits and community performances
- Visiting musicians and specialists
- Durham Music Service provision
- Collaboration with other schools and settings
- Celebrations of cultural events and festivals

These experiences enable pupils to perform, share and experience music in meaningful ways, building confidence and a sense of belonging.

PLANNING

Planning is based on a progressive curriculum overview, ensuring continuity and progression across pathways.

The whole school has a full term with the Peripatetic Music Teacher, delivering bespoke sessions tailored to pupils' needs, interests and individual pathways.

Class teachers plan additional discrete music lessons and cross-curricular opportunities, ensuring music is embedded across the curriculum and school day.

Additional musical experiences are planned collaboratively by staff and the Music Coordinator.

The Music Coordinator monitors provision, supports staff and ensures consistency and quality of teaching.

ASSESSMENT

Teachers provide ongoing feedback to pupils that improves the quality of pupils' music-making, both in terms of technique and expressive quality. Assessment is ongoing and adapted to meet the needs of all pupils. It is based on:

- Engagement and participation
- Development of musical skills
- Ability to respond, create and interact
- Expression and communication through music

Individual progress is recorded and monitored through:

- REAL progress against the REAL Curriculum
- The Engagement Model for learners working below National Curriculum levels
- Individual EHCP targets
- Qualification and exam board criteria, where appropriate
- Teacher assessment, including the use of digital platforms

Assessment includes observation, practical application and recorded outcomes, including digital work and photographic evidence.

Progress is measured through:

- Development of knowledge, skills and understanding
- Increasing independence
- Communication and interaction
- Application in real-life and meaningful contexts

Teachers model high-quality musical responses and support pupils' development over time.

Assessment is used to identify next steps and ensure teaching is adapted to meet the needs of all learners, supporting continued progress and preparation for adulthood.

CONCLUSION

Villa Real School believes that music is a vital part of the curriculum. Through music, pupils are able to express themselves, develop relationships and engage with the world around them.

We are committed to providing opportunities for all pupils to access and enjoy music, supporting both their musical development and overall wellbeing.

Our aim is for pupils to leave Villa Real with an appreciation of music, an understanding of different cultures and traditions, and a positive and meaningful relationship with music.

At Villa Real School, we believe that music gives every pupil the opportunity to feel valued, heard and understood. Through music, pupils can explore new worlds, build confidence, develop friendships and express their thoughts and emotions in their own unique way. As a universal language, music

enables all pupils to connect with others, share experiences and find a sense of belonging, supporting them to grow both as individuals and as part of a community.