

Crawshawbooth Primary School

Music Policy

February 2026

School Mission Statement

Crawshawbooth seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

Inclusion

In Crawshawbooth music is taught inclusively to all children regardless of their special needs, race, religion, culture, gender and sexual orientation, whilst addressing the need for equality.

Rationale

Music is a powerful, unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music promotes children's spiritual, cultural and social development. The learning of music develops an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops children's ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Aims

Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual.

In Early Years Foundation Stage, music is experienced as part of the child's expressive arts and design which involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in Music.

In Key Stage 1, children will 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.

In Key Stage 2, children 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 ensembles, 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

Teaching and Learning Style

All teachers are expected to teach music for a term a year, either a whole term or two half terms. We use a range of teaching and learning styles to make music enjoyable and we encourage the children to participate in a variety of musical experiences, which will develop their confidence as well as musical skills.

Planning

Music skills are taught using both the Charanga scheme and teacher's planning, Throughout the school year, children are introduced to different genres and styles of music at the beginning of a topic. This is carried through the unit and contributes to the final unit outcome.

Our curriculum provides opportunities for all children to learn a musical instrument throughout their school life.

- In Early Years Foundation Stage, children are exposed to many different untuned instruments and musical experiences through external agencies like Kids Rock.
- In Key Stage 1, children are introduced to boom whackers and glockenspiels.
- In Lower Key Stage 2, children are introduced to ukuleles.
- In Upper Key Stage 2, children are introduced to guitars.

As part of our curriculum, we ensure children have the opportunity to perform to staff, peers and parents to demonstrate their development, build confidence and encourage a passion for music. This is done through:

Additional Music Teaching

Children are offered the opportunity to study with Lancashire Music Service and Rocksteady. These lessons are in addition to the normal music lessons and funded by parents/carers.

We also run a dinner time Ukulele Club, Brass Band Group and a Glockenspiel Club for children who are passionate about further developing their musical skills.

We have an Year 4, 5 & 6 choir, who meet weekly. Opportunities are provided for the Upper Junior choir to go to local venues to perform. These performances include:

- Young Voices
- Sounds of Christmas for Save the Children
- Carol Singing at Nursing Homes
- Light up a Life Service
- Musical Production
- Christmas Fair performance

- Summer Fair performance
- Perform to children/parents during Celebration Assembly every week
- Hearts and Voices at Blackburn Cathedral

Assemblies

A singing assembly takes place every week for all children, where they learn songs for whole school assemblies that cover a wide variety of genre.

Songs learnt in these assemblies are now sung in assemblies on Fridays during Celebration Assembly. We have also created a school song which is rehearsed and performed frequently.

Musical achievements of our children are recognised and celebrated at specific times of the year. At the end of a 'Use of Voice' unit in music, all classes perform their songs to the whole school, which focuses on a specific genre and outcome.

Assemblies are also a forum to develop children's musical knowledge and listening skills through 'Artist of the Week'. Each week in assembly, we introduce a new artist and genre to broaden the children's knowledge of musical styles, genres and history. These can be from any point in history and are mixed up with modern day artists to enthuse and interest all our children. This artist is played throughout the school day in the hall and entrance area to ensure children have as much opportunity to listen to these different styles.

More Able

For more able pupils, teachers provide additional opportunities for them to develop musical skills, think creatively and use their talents within class and whole school situations.

Resources

At Crawshawbooth, we ensure a wide variety of both tuned and untuned instruments are readily available for all children and staff to access. These are kept in purpose built cupboards in the corridor just outside the hall.

All resources are checked, monitored and tuned regularly throughout the school year to ensure they are fit for purpose and ready for use.

We have a class set of boom whackers, glockenspiels, ukuleles, guitars and drumsticks.

We are also in the early stages of creating our own music room in the outdoor area.

Health and Safety

Children and staff are encouraged to use instruments carefully and safely. An instrument which is blown should have the mouthpiece cleaned after each child has used it.

Assessment, Recording And Reporting

- Class teachers assess the children's work in music by making informed judgements against key learning skills and end of unit outcomes outlined on lesson plans
- Lessons, parts of lessons and performances are recorded with class iPads as evidence and put into the appropriate file on Seesaw.
- Children's progress and achievements in music are recorded on the yearly report to parents/carers.
- The music leader regularly updates the website with performances, musical activities and updates.
- Children are assessed formatively throughout lessons to ensure feedback is immediate.

Review

The policy was drawn up in January 2016 and reviewed in February 2024, February 2025 and February 2026. The policy will be reviewed and updated as necessary.