



Music Policy 2025

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Introduction

Music is a unique way of communicating that inspires and motivates children. It is a vehicle for personal expression and it plays an important part in personal and social development. At Sandal Magna Community Academy, we provide numerous opportunities for all children to play, sing, create and enjoy music, develop skills, to appreciate a wide variety of musical styles and genres and to begin to make judgements about the quality of music.

Music Education and Musical Opportunities at Sandal Magna Community Academy:

- *Provide children with the opportunity to learn in a variety of ways by performing and composing music by themselves, in groups and as a class.*
- *Promotes all children's achievements in music through a variety of performance opportunities within school and the wider community.*
- *Provides all children with the opportunity to express themselves creatively and to develop their musical skills through an understanding of the inter-related dimensions of music - pitch, rhythm, dynamics, duration, timbre, texture and structure, using both instruments and voices.*
- *Enable children to develop skills in both listening and appraising and evaluate their own and others compositions and performances.*
- *To enable children to develop an ability to read and write music using musical signs, symbols and staff notation.*
- *Develop an appreciation of music created by their peers, visiting musicians and the music of great composers and cultures across time, styles and genres.*
- *Increase awareness of how music is produced, for example, through the use of instruments, musical processes and technology.*
- *Develop their overall, confidence, self-esteem, creativity and resilience through musical activity.*

Our Aims

- *To provide children with a consistent approach to practical, progressive musical experiences which are enjoyable, varied and stimulating.*
- *To deliver the National Curriculum and ensure that children are able to confidently demonstrate the three main strands of music; Listening and Appraising, Composing and Performing.*

Teaching and Learning

- *The music curriculum is defined by the programmes of study in the new National Curriculum and the expected standards of children's performance by the attainment targets.*
- *The content of the programmes of study is implemented through the condensed 'Kapow' curriculum, which is progressive and builds on previous work and experiences. Kapow follows the 3 main strands of music (Listening and Appraising, Composing and Performing).*

- *The teaching of music in the foundation stage allows children to explore music through the Expressive Arts and Design area of learning through singing, role play, story, dance and movement. They have daily access to a range of percussion instruments and sound makers.*
- *Outside musicians are regularly invited to perform to the children to give them an experience of live music and professional musicians.*
- *The teaching of music is complimented by our weekly expressive arts sessions (Years 1 -6), where the wider curriculum is brought to life via the arts.*

Roles and Responsibilities

The role of the Music Co-ordinator is to:

- *Write and update the Music Policy*
- *Provide advice and encouragement regarding the teaching of Music.*
- *Audit and monitor music resources.*
- *Monitor and review the teaching and learning of Music.*
- *Attend courses, network meetings and disseminate information.*
- *Oversee extracurricular activities, concerts, instrumental and First Access lessons.*
- *Liaise with Wakefield Music Services (WMS), the Music Education Hub and partners*
- *Supply basic data for the Music Education Hubs annual data return for the Arts Council.*

Instrumental Lessons, Extra-Curricular and Ensemble Opportunities

- *Peripatetic instrumental lessons are provided through Wakefield Music Services (WMS). This partnership allows for further instrumental progression with opportunities available for years 2, 3, 4, 5 and 6 in woodwind, upper and lower strings, percussion, guitar and brass.*
- *WMS also offer numerous ensemble opportunities through five music centres which the school actively promotes and encourages pupils to attend when ready. Families make a financial contribution for these lessons and ensembles with subsidies for families on low income, Pupil Premium or for Looked After Children.*

Assessment, Monitoring and Recording

- *Music is assessed and recorded in a musical way through the use of audio and video recordings. Samples of work are kept that show progressive standards throughout the musical journey of the pupil. Digital recordings are also used when appropriate to record work in progress as a valuable tool for improving compositions and performances.*
- *Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgments as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral feedback, as necessary, to inform future progress.*

- *Pupils also develop their own skills to make judgements about how they can improve their own and others work. This ensures that it is clear to each pupil the next steps they need to make further progress and increase the quality and depth of their music making.*
- *The music subject leader monitors, looks at and listens to examples of children's work and speaks with children from each year group in order to monitor the expected levels of achievement in school.*
- *Pupils having individual or small group lessons are also assessed through instrumental schemes provided by WMS including external grade exams by national boards such as ABRSM, Trinity Guildhall and Rock School. These Pupils are also issued with annual music reports by WMS. Instrumental teachers also undertake performance management as part of the WMS quality assurance process.*

Resources

- *Resources are monitored annually by the Music co-ordinator. Stock and maintenance checks are carried out on a regular basis in order to provide high quality musical resources.*
- *The academy has the use of both tuned and un-tuned instruments to ensure that children have high-quality resources to be able to demonstrate their learning against the objectives covered in the National Curriculum.*

Equal Opportunities

All children are provided with equal access to the Music curriculum with suitable learning opportunities regardless of gender, ethnicity, special educational needs or home background.