



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

MUSIC

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL

MUSIC POLICY

AIMS

At Fairlands, we believe that music is a powerful form of expression and communication that enriches children's lives and supports their personal, social, and academic development. Our curriculum is delivered through the Getset4Music scheme, which aligns with the National Curriculum and provides a structured, inclusive, and engaging approach to music education from EYFS to Year 6.

Our music curriculum is designed to develop:

- Substantive knowledge – understanding musical elements such as pitch, rhythm, dynamics, tempo, timbre, texture, and structure.
- Disciplinary knowledge – learning how to listen, compose, perform, and evaluate music with increasing sophistication.
- Musical fluency – enabling pupils to internalise and apply musical concepts through repeated practice and meaningful experiences.

Children are given regular opportunities to:

- Create, perform, and respond to music, both individually and collaboratively.
- Explore a wide range of musical genres, traditions, and cultures.
- Develop technical skills in singing, playing instruments, and using digital tools for composition.
- Build confidence and enjoyment through performance, including assemblies, concerts, and enrichment activities.

Our curriculum is sequenced to support progression in musical understanding, and includes explicit vocabulary instruction to help pupils articulate their ideas and responses. We also ensure that music is accessible to all learners, with adaptations and support where needed.

Music at Fairlands fosters creativity, emotional expression, and cultural appreciation. It helps children develop a lifelong love of music and equips them with the skills to engage with it critically and joyfully.

The following musical activities are planned in yearly:

- Foundation stage Christmas performance
- KS1 Christmas performance
- KS2 Talent show
- KS2 Carol concert at Holy Trinity Church
- KS2 after school choir
- Year 6 end of year production

All children have a weekly singing assembly.

Currently a Year group of students will have the opportunity to learn the violin as part of the Extended Opportunities programme run by Hertfordshire Music Service.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

LEARNING & TEACHING

We strive to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine to make sounds. Musical notation is also taught.

We recognise the fact that in all classes there are children of widely different abilities in music, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Classroom organisation and setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, grouping accordingly to ability but aim to challenge every child.
- providing a range of engaging resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.
- By working together as a way of helping pupils to self-assess, peer learn and peer support.
- By outcome as a way of usefully assessing how confidently and competently children realise the potential of the given musical building blocks.
- By questioning to gauge children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.

MUSIC IN THE EARLY YEARS

We teach music in Nursery and Reception classes as an integral part of the topic work covered during the year. Music interweaves through all areas of learning and development with a particular focus within 'expressive arts and design' as part of the **Development Matters** curriculum. We refer to objectives set out within the Early Years curriculum, which underpins the curriculum planning for children aged three to five.

CONTRIBUTION OF MUSIC TO TEACHING IN OTHER CURRICULUM AREAS

Literacy

Children develop their language skills through singing songs, with attention to diction, rhythm, meaning and rhyme. Research skills are developed when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Maths

When studying the structure of music children are observing patterns and processes within the rhythms.

ICT

ICT is used in music, where appropriate, to compose, appreciate, research, record and present.

VALUES, PSHE and RE

Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Listening, creating, or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect music has on people's moods, senses, and quality of life. We give the children opportunities to encounter music from many cultures and so develop a more positive attitude towards other cultures and societies.

ASSESSMENT AND RECORDING

We assess children's work in music by making formative assessments based on teacher's professional judgement of progress against planned curricular objectives.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Opportunities for recording are identified when planning and children will receive ongoing teacher assessment. These could include:

- drawing ideas and responses
- graphic notation
- rhythmic notation
- melodic notation
- written evaluations and commentaries

RESOURCES

The subject leader will review the school's needs throughout the school year.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in music.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the music, and providing a strategic lead and direction for the music in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has specially allocated, regular management time to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.