

Applecroft School



Music Policy

Person Responsible:	Music Curriculum Leader
Review Cycle:	Annually
Date of Issue:	January 2026
Review Date:	January 2027

Music Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life.'

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience

2) Our aims and objectives including breadth of study:

Using the CUSP Music curriculum (which is built around the principles of evidence-led practice) and objectives from the Model Music Curriculum and Early Years Foundation Stage, it is our aim to develop every child as a musician. Music at Applecroft offers opportunities for pupils to:

- build musical knowledge and develop confidence and competency
- listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including significant musicians and musical works
- learn to sing and to use their voices, to create and compose music on their own and with others, play musical instruments, use technology appropriately and progress to the next level of musical knowledge and skills
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work, e.g. self-confidence, listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance and self-discipline

3) Music Curriculum Intent:

Music is a powerful form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider

world. Music is used as a key tool for bringing the school together and has a positive effect on the wellbeing of both pupils and staff.

We aim for all pupils to:

- develop a love of music and to gain confidence in music-making and performing
- acquire the knowledge, skills and experiences necessary to appreciate a range of music styles
- develop an understanding of technical vocabulary, enabling pupils to articulate their musical preferences and explore their own musicality
- make good progress, whatever their level of competence
- enjoy a range of musical opportunities

4) Music Curriculum Implementation:

Our music curriculum is designed to be accessible to all so that every child makes good progress. We believe that all pupils can achieve in music and, through their learning, will develop creatively, culturally and spiritually. Lessons are based on listening and appraisal activities, games, singing, playing instruments, composing, improvisation, music technology and performing.

The music curriculum is ambitious and progressive, building on previous learning, promoting a love of music and singing. It is taught in a practical and enjoyable way and is deliberately planned so that pupils will revisit concepts, embedding this knowledge over time. Children participate in a wide range of opportunities to demonstrate a love of music and to showcase their skills.

CUSP Music supports non-specialist teachers in the delivery of their music lessons, developing confidence as well as their own subject knowledge.

5) Music Curriculum Impact:

When children leave Applecroft, after their musical journey from Nursery to Year 6, they will have developed their confidence in music making and performing. They will understand and apply subject specific vocabulary, retaining and building on knowledge and understanding of music. They will have the opportunity to learn to play instruments, to perform and develop musical skills. Children will use music as a form of expression and will participate in wider musical activities. They will develop a love of music and an appreciation of different music forms, genres and composers.

6) Learning and Teaching Styles (include approaches for disadvantaged children including SEND):

Nursery and Reception classes integrate music into their daily learning routines and use a range of resources to cover the CUSP Expressive Arts and Design curriculum. They learn nursery rhymes and action songs and are taught key vocabulary that develops their understanding and appreciation of music. The children also have opportunities to make music independently in a

designated music area, which has instruments and music-making equipment as well as key vocabulary displayed.

Classes in years 1-6 follow the CUSP Curriculum scheme of work based on the National Curriculum guidelines and the Model Music Curriculum. CUSP fully supports modern music teaching across the school. Every teacher has access to interactive music and video resources to support delivery, via the CUSP website, and resources from the 'Sing Up' website are also referenced in CUSP plans. CPD videos are available to support staff with implementation and delivery.

Children learn best when they are engaged and involved physically. The CUSP curriculum is knowledge based with skill development, focusing on the progress of children as musicians. It consists of 5 blocks of specialist planned music teaching which correlate with the overall CUSP sequence, making cross-curricular connections where meaningful and purposeful. Lesson plans focus on core areas of study: performing, composing, musical notation, study of seminal musicians and compositions and the history of music. References are made to key musicians, styles and compositions that have influenced music as we know it. Individual lessons emphasise particular aspects of music and pupils' learning over the year covers a balance of these. Repetition of skills is key and children are given the opportunity to build on previous learning and develop skills such as evaluating, interpreting, connecting and developing preferences.

All children, including those who are disadvantaged, are given the support they need in order to access the curriculum. Knowledge notes and vocabulary tasks provide key learning to which pupils can refer and this reduces cognitive load. Music vocabulary is displayed in the classroom and scaffolding is also used, where appropriate, to support pupils. SEND children, who struggle with noise, can wear ear defenders and are positioned in the appropriate place in order for them to enjoy participation.

7) How do we plan and organise our lessons?

In EYFS, music is taught in a cross-curricular manner and is a fundamental part of pupils' everyday learning. It is used as a tool for teaching phonics and PE as well as being part of the 'Expressive Arts and Design' activities. In Years 1-6, the CUSP plans detail all the knowledge, skills and key vocabulary to be taught in each lesson. There are 5 lessons in each block and 5 blocks are taught across the year. Lessons are taught on a weekly or fortnightly basis for 30-45 minutes.

Assemblies

Additional music learning takes place in music assemblies once a fortnight. The music curriculum leader leads assemblies with the aim of extending the children's song repertoire and providing them with an enriching experience of mass singing, often in multiple parts. Teaching opportunities are utilised, based on aspects of music such as pitch, harmony, diction or dynamics. Music assemblies also provide a chance to listen to live performances by visiting musicians or by our own pupil instrumentalists, who benefit from developing their performance skills. Cross-curricular links are made with Religious Education if songs contain faith-based values. Other themes are explored and songs relating to various events are taught in music assemblies, such as Christmas.

8) How do we make music inclusive?

Children with Special Educational Needs have full access to the music curriculum and are encouraged to join co-curricular activities and ensembles such as the choir. PPG funding is used to subsidise Herts Music Service lessons for disadvantaged pupils and to pay for individuals to participate in events such as the Young Voices concert at The O2. Many PPG pupils also receive funding for two terms of Rocksteady band lessons (see below for information regarding Rocksteady): at any one time, four pupils are funded by the school and Rocksteady fund a further six pupils.

As part of the 'Applecroft Adventure', all children are given the opportunity to learn to play an instrument. The 'Fist Access' programme is provided by Herts Music Service for a chosen year group, so that each child has a course of five free lessons in which they learn to play an instrument such as the keyboard.

In music lessons, children with auditory and coordination problems are positioned appropriately in the classroom and are given scaffolded opportunities to make progress.

9) Contribution of music to teaching in other curriculum areas:

Music is used as a teaching/learning tool in other areas of the curriculum. For example, calming music is often played when children are working quietly in art lessons and it can be used as a stimulus for writing. Songs are used as a way of teaching phonics and for learning facts in other subjects, such as maths and science. Furthermore, the confidence that children gain through the many opportunities they have to perform in front of an audience, helps them in subjects across the curriculum and beyond.

10) What is our approach to equal opportunities (considering disadvantaged)? How do we ensure equal opportunities in music?

Supporting British Values, all children have equal access to music regardless of gender, culture or ability. Lessons and resources include music from a variety of cultures and sheet music is differentiated for various abilities.

Herts Music Service Provision (HMS)

HMS provides weekly music lessons for pupils who would like to learn to play an instrument. Subsidies and bursaries are available for disadvantaged children through Pupil Premium funds.

Choir

A free, inclusive choir is available to children in years 4, 5 and 6 as an after school club run by the music leader. Members are taught to sing songs with increasing confidence, skill, expression and awareness of their own contribution to the group or performance. Children have the opportunity to learn to sing in parts and to harmonise as well as to sing solos. A wide repertoire of songs is taught, and children are encouraged to memorise music for performances. Each year, the choir performs at a range of school and local community events and parents/carers are invited to attend. One of the highlights of the year is the choir's participation in the Young Voices concert

at The O2. The Choir Google Classroom and the Young Voices Music Room are used to share resources.

Rocksteady

Rocksteady partners with thousands of primary schools across the country to deliver inclusive band lessons designed to amplify children's self-belief, support wellbeing and help maximise their potential in the classroom. There are 10 bands across the school, each with 9 pupils (and a staff band). A qualified band leader spends a whole day every week at Applecroft, teaching each band for half an hour. Band sessions are suitable for all pupils, including children with SEND, EAL and additional behavioural needs and bursary places and flexible funding options are available to all schools to help ensure no child is left behind. All instruments for lessons (drum kits, electric guitars, bass guitars, keyboards and microphones) are provided by the company.

Children can earn an exam-free, Ofqual-regulated music qualification, accredited by Trinity College London and all band members work towards a termly concert, where they perform to the school and their parents/carers.

11) How do children record their work?

EYFS, Key Stage 1 and Year 3 teachers record their children's music learning in a class book. This consists of photographs and descriptions of music-making as well as any written recording that pupils complete during lessons. Children from years 4 to 6 use an individual music journal to record their music activities in a variety of ways, including written music notation/symbols, song lyrics, responses to music etc. These journals also contain the knowledge notes, key vocabulary and other resources to help children with their understanding, listening and appraisal of music.

The use of ChromeBooks in music lessons is being further developed - pupils use them to access music technology resources, such as BandLab and Charanga, where they can develop skills in music production. Music assignments can also be set on Google Classroom.

12) How do we use feedback to support children's progress?

Verbal feedback is given to children following music-making activities and the class tablets are used to record films of compositions and performances. These can then be evaluated and the children can work on specific areas identified for improvement. CUSP written self-evaluation tasks are also completed in music journals.

13) How do we assess and report children's progress and attainment in music?

Assessment includes the recording of music-making activities both in the form of film and photographs. These are stored centrally on Google Drive. An annual teacher assessment is given to record the effort, progress and attainment of individuals throughout the year. This is based on key musical skills including singing, playing instruments, composing and improvisation. Peripatetic staff report on their students' instrumental progress.

The progress of children in Rocksteady bands is available for parents/ carers to see on their Rocksteady portal.

14) How do we set home learning (if any)?

BandLab is a free resource used in the KS2 CUSP curriculum and children can access this from home. Assignments can be set by the teacher for children to complete at home when appropriate.

15) How do we monitor music across the school?

Monitoring takes place termly by the music curriculum leaders and includes learning walks, book looks and pupil/staff voice. Trustees are invited to join the music leaders on monitoring days.

16) How is music resourced?

The majority of resources are kept centrally in the music cupboard in the upper KS2 corridor. The school has a generous supply of untuned percussion instruments, organised into boxes that can be easily transported to classrooms. Tuned percussion instruments, such as glockenspiels and keyboards, are available for use in music lessons. Larger instruments, used by the peripatetic staff, are kept in the 'Da Vinci' music room. All children are taught the safe and appropriate use of equipment and instruments. Online resources for use in lessons and assemblies can be found in CUSP plans and on a range of available music sites such as 'Sing Up', 'Charanga' and 'Out of the Ark'.

17) How do we develop the CPD of staff?

CUSP CPD videos are used to support the implementation and delivery of each unit of work. A document with further support for each unit of work has been compiled by the music leader. This contains advice, teaching points and resources which are specifically tailored to our school. Staff meetings can be used for music training and the music leader is available to help individuals who are less confident in their music teaching or who need help with music technology, for example.

18) How do we involve parents in music learning?

Parents are very much involved in music at Applecroft. They are invited to attend organised events and encouraged to be involved in their children's music-making at home. Performance is an important part of musical development, and children are given as many opportunities as possible to perform to parents and peers. Examples might include:

- Christmas Shows
- Christmas Carols on the playground
- Choir performances (internal and external events)
- Termly Rocksteady Concerts
- Year group assemblies/performances
- Instrumentalist performances in assemblies
- Instrumental Days run by the Mid Herts Music Centre
- Musical Performance Assemblies

Year Group assemblies often have a musical focus and provide opportunities for children to share their learning with parents and carers. Children regularly sing songs that they have been learning

in their class music lessons and also play instruments, such as violins or glockenspiels, to accompany these songs. These assemblies also give children the opportunity to sing solos in front of a large audience. In addition, a Google Classroom has been created for all instrumentalists so that messages, resources and videos of performances can be shared.

Herts Music Service

Parents are encouraged to take up opportunities for their children to have instrument lessons. They are offered to KS2 pupils, either individually or in small groups. Violin, cello, flute, trumpet, French horn, clarinet, saxophone, oboe, guitar and piano can be taught in school by a range of dedicated peripatetic teachers. The school has a limited number of instruments to loan and it is most helpful when parents are willing to rent or buy a suitable instrument. The peripatetic teachers use assemblies and school concerts to showcase their students' learning to parents and to encourage others to take up an instrument.

19) How is the Board of Trustees involved (include curriculum committee, faculty and lead trustees?)

The curriculum committee reviews the music policy annually. Link Trustees liaise with and support curriculum leaders, participating in monitoring where appropriate. The Trustees ask questions to further their understanding of the school and how music is delivered. They are keen to be involved in musical events and to support staff and their wellbeing.