

St Alban's CE Primary School



Music policy

January 2026

Review: January 2027
Renewed: January 2026

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

FAITH, HOPE AND LOVE

1 Corinthians 13:13

Intent

Music education at St Alban's CE Primary School is broad, balanced and inclusive; firmly rooted by the National curriculum. We strive for all children to have a holistic and cross-curricular experience; which fosters creativity, curiosity and a love of a music which ensures progression of knowledge and skills. We believe children should be exposed to a variety of different musical genres to build appreciation of the wide variety of music available and how it informs cultures around the world. Children are given opportunities outside the National Curriculum in composition, performance as soloists and as part of an ensemble.

The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know different methods for how music is composed and notated;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

Implementation

This is achieved through the music curriculum at St Alban's which has been tailored to meet the needs of the children attending this school and taking into account the different cultures of our community. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Lessons build upon knowledge year upon year ending in Y6 with children who have had a fully-rounded musical education. All children take up an instrument in Year 4, taught by specialists, and are offered the opportunity to continue learning throughout Years 5&6. Years 1-6 attend singing assembly once a week where aspects of performance and appreciation are covered. Music is taught on a weekly basis, either by a specialist or the class teacher, explicitly and where relevant, linked to another subject. We collaborate with the Camden Music Service, the Royal Academy of Music and the Musician's Company to enrich children's musical experiences and cultural capital.

We recognise that there are children of widely different musical abilities within all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Additional music teaching

Children can join choir from year 2 upwards and meet once a week to for musical practice. There are many opportunities for choir to perform to the school, their parents and the community. Additionally, all children are provided with the opportunity to study a musical instrument with peripatetic teachers from Year 4 upwards; choosing violin or recorder and can also join the orchestra. Children participating in the scheme borrow their chosen instrument from school. As part of our after school provision, there is also the opportunity to take part in piano lessons for an additional fee.

Music in Worship and Assemblies

Children engage in music in Collective Worship daily. The music ranges from traditional hymns through to modern Christian songs. Where appropriate, the adult leading the assembly will ask questions about the music in order to develop and deepen the children's responses and thinking.

Music curriculum planning

Our school uses the national curriculum for music as the basis for its curriculum planning. 'Charanga' scheme of work to is used to support delivery of music sessions. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the children are increasingly challenged as they move through the school.

The music teaching in the school is provided by the teachers, using specialists as a source of information for their planning. Orchestra and small group instrument tuition is taught by Camden Music specialists once a week.

EYFS

As the Nursery and Reception classes are part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The contribution of music to teaching in other curriculum areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills 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.

Mathematics

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes as the rhythm and structure of music is mathematically based.

Foundation Subjects including Science, History and Geography

Music contributes to children's understanding of different topics and often provides a fun interactive way to aid memory of important dates and/or concepts in these subjects. Through using cross curricular and creative planning, music can be used, often through the use of song, to help support learning across the foundation subjects.

Information and communication technology (ICT)

ICT is used in music where appropriate. They also use ICT in music to enhance their research skills and to listen to music. Children improve the presentation of their work through the use of ICT. There are also programmes online such as Garage Band and Isle of Tune which lend themselves to musical composition.

Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social, citizenship and health education. 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 musical performances can be one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development

Listening, creating or performing music be a moving and spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. We also recognize the children's own musical heritages and experiences; e.g. many of our children sing in Church. Children at St Alban's have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop widened insights into other cultures and societies.

Teaching music to children with special needs

We are an inclusive school and we ensure that we provide a broad and balanced education to all children. Teachers personalise learning opportunities matched to the needs of children and take into account learning targets set for that term.

Assessment and recording

Teachers assess children's work in music by making formative assessments as they observe them during lessons. Our Music Scheme 'Charanga', gives opportunity for more formal assessment as well as small group instrument tuition. We use this as the basis for assessing the progress of the child and this is discussed in transition meetings with the next teacher at the end of the year. We use the key objectives from the National Curriculum to assess every child's progress and attainment.

Target Tracker is used to keep a record of the children's progress against the National Curriculum objectives. To help ensure that accurate judgements are being made, teachers meet with the subject lead termly to discuss the children's progression and attainment in music lessons.

Resources

Resources are audited at the end of the summer term. Due to natural wear and tear there is a need, where appropriate, to buy in new high quality tuned and un-tuned instruments. Storage is designated for the containment and protection of our instruments, as well as for the violins used for additional music teaching. The children who have lessons have been taught how to care for, as well as how to store their instruments in a safe way. There are sufficient resources for all music teaching units in the school and all are kept in a central store.

Monitoring and review

The music subject leader is responsible for monitoring the quality of teaching in music and standard of children's learning. The work of the music lead also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, planning and participating in Camden Music projects and other extracurricular musical initiatives and providing a strategic lead and direction for the subject in the school.