



Farley Hill Primary School

Music Subject Policy

Responsibility of	Curriculum Committee
Date of Policy	November 2025
Date of Review	November 2026

Subject

Music is explored through the Expressive Arts and Design key area for Foundation stage. In KS1/KS2 we follow the 2021 Model Music Curriculum (MMC).

The Power of Music

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Aims

The Model Music Curriculum (MMC) aims to ensure that all pupils:

- receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week.
- in Year 4, the class starts a whole-class instrumental programme lasting a term. The mandatory term is supported by teachers from the local Music Education Hub (Berkshire Maestros). Opportunities for development can continue beyond this.
- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

Delivering the Curriculum

In the Foundation Stage elements of Music are explored through the Foundation Stage Curriculum through Expressive Arts and Design.

In KS1 and KS2 Music is based on the 2021 Model Music Curriculum (MMC).

Please see curriculum coverage for each year group on the Learning Platform.

Organisation

Children learn individually, in groups and as a whole class. Children have access to a range of instruments and trips to site of musical interest. Visitors are invited in to share their experience/knowledge of Music.

Every child has the opportunity to perform as part of a group, through opportunities such as WASMA, the school choir, Loddon Valley Carols, annual Music Concert to parents and a variety of local community based and school workshops.

We focus on helping children to become confident performers and have a good appreciation of a range of music styles.

Resources

Resources are available to all teachers. The library contains a good supply of related books. Children are encouraged to bring items of interest into school to support learning.

Assessment

Children are assessed according to what they know and can do related to the National Curriculum. Teachers continually monitor, assess and make judgement about children's learning. Children identified as exceeding/talented in Music are put onto the More Able, Exceptionally Able and Talented.

Health and Safety

All trips and visitors are risk assessed. Safety is the direct responsibility of the class teacher.

Equal Opportunities

This subject will be accessible to all children irrespective of their ethnic background, gender, disability, religious or linguistic background.

We strive hard to meet the needs and make the subject assessable to those pupils with special educational needs, those with disabilities, those who are more able, those with special gifts and talents and the children who are learning English as an additional language. We take all reasonable steps to achieve this. For further details, see separate policies: Inclusion, More Able, Gifted and Talented.

Monitoring

Music subject leader monitors children's learning, wall displays and carries out pupil interviews.

The Music subject leader will support colleagues in the teaching of Music and bring updates to staff meetings.



School: Farley Hill School

Head of Music/ Lead teacher for Music: Siobhan Brady

Date: 02.12.25

Leadership and Management		
Self-Evaluation Rating: Secure		
<u>Summary:</u> Music leadership is strong within the school as Music Lead (SB) attends network meetings and appropriate CPD events. She supports staff in leading CPD sessions, supporting in singing assemblies and monitoring music lessons. Some time is given termly to enable monitoring and development of the subject including bringing staff up to date in CPD and developments.		
Action Points	Success Criteria	Deadline
1. To continue to grow musical vocabulary project into Key Stage 2 and continue monitoring Key Stage 1.	*Classes to know the 3 basics: "pitch", "tempo" and be able to name some basic instruments in a piece of music. *Musical slides to be used in assembly with "trained" year 6's to promote musical appreciation and use of musical vocabulary.	Summer Term 2026
2. To complete an audit of instruments and musical equipment	* Count the musical instruments and musical equipment. *Test all musical instruments and equipment. *Order more instruments/equipment if needed.	Spring Term 2026

Curriculum
Self Evaluation Rating: Secure
<u>Summary:</u> Curriculum is delivered by class teachers and is timetabled for a minimum of an 45minutes-1 hour a week. Good progress is demonstrated by clear progression in learning for all children, building on knowledge and skill, teaching musical understanding in the

areas of singing, listening, composing and performing. Singing is embedded within the school and celebrated from Nursery and Early Years through to Year 6 both in lessons, external agencies coming into school and assemblies. Farley Hill works within the Berkshire Music Trust providing live music and lessons with our In2Music project.

Action Points	Success Criteria	Deadline
1.To diversify the music curriculum to promote a more comprehensive understanding of global musical traditions.	*To research and include musical works from diverse cultural, geographic, and historical backgrounds including female composers and different genres of music. *Talk to community links and develop these further.	Spring Term 2026
2. To continue to develop musical vocabulary and technical vocabulary for musical appreciation to make this stronger in Key Stage 2. (See above).	(See above).	(See above).

Extra Curricular and Instrumental Provision

Self Evaluation Rating: Secure

Summary: Musical performance is a strong part of school life with music being performed at music evening, termly in productions and at school fairs. WASMA, Bassistary Arts, Berkshire Music Trust and Choir all offer and encourage extra-curricular provision. Choir are given the opportunity to perform termly through school fairs, Loddon Valley, WASMA and links with Woodbury House Care House. Variety in musical clubs needs developing further for a strong secure rating.

Action Points	Success Criteria	Deadline
1.To complete an audit of musical instruments and musical equipment.	See above.	See above.
2. Encourage staff to share musical skills in setting up musical clubs e.g. recorder club to enable a wider variety of clubs.	*increased uptake of staff and pupils, monitoring the uptake of instruments e.g. guitar, piano and voice.	Summer Term 2026

Community and Partnerships

Self Evaluation Rating: Secure

Summary: Farley Hill works within the Berkshire Music Trust providing live music and lessons with our In2Music project. Children have the chance to see and perform regularly and routes for children learning musical instruments are signposted within newsletter adverts and having visitors in school. Woodbury House Care home is part of the community and children get the opportunity to perform frequently.

Action Points	Success Criteria	Deadline
Explore cultures and music opportunities through the school via family links.	* Talk to parents. * Complete pupil voice * Invite musicians from a wide range in backgrounds to perform in school. * Engage local musicians, culture bearers, and tradition holders to provide authentic perspectives. Workshops, guest performances, and collaborative projects make learning experiential and culturally responsive.	Easter 2026