

Music policy
MELBOURNE JUNIOR SCHOOL
June 2025



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Aims

The aim of music at Melbourne Junior School is to give all our children opportunities to understand how sound can be used expressively, and in ways that cannot always be said in words.

We aim for the children to develop their love of music and be creative musicians with strong aural skills by encountering music by living composers, creating music through improvisation for a specific purpose, on tuned and untuned percussion instruments and to see composition as a current art form. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. Through music, our curriculum helps children to develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision making and presentation and performance skills.

National Curriculum

Music is a foundation subject in the National Curriculum, and as such will be delivered to all children within school. Music is a practical subject, and lessons will be planned around children taking an active part in learning.

Melbourne Junior School considers music to be an important feature of the curriculum that is accessible to all abilities.

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The new Framework for Music

At MJS, we follow elements from the new framework for music (NPME), released in July 2022, and the objectives in the Model Music Curriculum with adaptations to suit the needs of the school.

Instrumental Resources

Resources for music are kept in the rear of Jacaranda. These include a range of percussion instruments, including those from other cultures, glockenspiels and recorders. These are stored on trolleys to enable them to be moved around school. The electric piano is also transportable

Role of Co-ordinator

The music co-ordinator offers guidance and support and will ensure that plans are in place to meet the requirements of the National Curriculum, including providing planning for non-specialists and should attend relevant training sessions to ensure their knowledge is up to date. Inset opportunities or staff meetings may be arranged in liaison with the Head Teacher utilising support from the Music Service when appropriate.

Additional Musical Opportunities

As well as regular curriculum lessons taken by the class or PPA teacher, children will be involved in music through:

- Daily assemblies, including weekly Praise and singing assembly
- Music listening programmes in assembly
- Regular listening opportunities within the classroom
- The opportunity to hear live musicians through visits to school and external trips, when available.

Teaching Resources and Curriculum Implementation

In order to fully achieve the elements of the Model Music Curriculum, a variety of resources are utilised to ensure the children have a broad experience of the elements of performing, listening, composing, the history of music and the inter-related dimensions of music. These include plans created by the subject co-ordinator using elements from BBC Ten pieces, ABRSM classroom 200 and selected lessons from the Charanga Music School Model Music Curriculum and Sing-Up. The provided lesson plans and resources are progressive, designed to be used by all class teachers and provide support with areas such as music theory, that is difficult for a non-music specialist.

Lessons are timetabled termly, ideally taught on a weekly or fortnightly basis in individual classrooms. For composition lessons, where the noise level is too great for a classroom environment, then the hall and outside spaces should be utilised. We aim to meet the recommendation of the NPME of the equivalent an hour of music a week, through 30 minutes of singing assembly and classroom lessons. It is not recommended that music is taught on a 'blocked' basis, except for composition lessons when longer sessions can be beneficial. Singing assemblies are run weekly by the music co-ordinator or other music

specialists within school to assist non-specialists with the singing requirements of the curriculum using resources such as 'Out of the Ark' and 'Sing-Up'. The children experience modern songs that meet the requirements of the new music framework and incorporate elements of music theory alongside modelling effective singing techniques such as posture, vocal control and the importance of warm-ups. In addition, Year 4 currently benefits from a year of Singing tuition provided by Derby Cathedral Music in Schools programme.

To ensure that all children are given the opportunity to learn an instrument Year 4 to 6 receive whole class lessons on the recorders while Y3 learn the handbells

Each child has a music workbook that is to be used as a resource to record knowledge of musicianship, written composition, theory and retrieval activities. The books should be used as a working document that the children should use to record ideas and refer to in order to aid retrieval of skills and knowledge taught. The music knowledge book, that contains all the Model Music curriculum elements of theory from Yr 3 to 6 should be kept with the music workbook and passed up each year. There is no requirement that these are marked regularly, but should be used, alongside the other elements to aid assessment.

Assessment

Teachers assess children's work by:

- Observation of engagement and progress within lessons
- Outcome
- Discussion with children
- Audio and video recording at the start and end of each unit of work to evidence progression
- Performance, including within class and to other classes within the year group
- Assessment tasks, where appropriate, to assess understanding of elements of musical theory.
- Work, such as composition tasks, produced in music books where relevant.

At the end of each term the teacher, who has taught the class music sessions, should assess if each child is working at or towards the expected level of achievement by the meeting of the lesson objectives and outcome in the final performance or composition. A final level of achievement is shared with parents via the end of year school report, taking into account the child's progress and achievement within each element of the music curriculum that academic year.

Inclusion

Inclusivity for all is fundamental to our musical offerings and all children are supported to take part in relevant musical activities. Differentiation of tasks or additional support within the lesson should ensure that SEND are able to fully access the music curriculum. The music co-ordinator should enquire about adapted instruments, should these be necessary, for children with disabilities. More able musicians are invited to lead aspects of music within the classroom and also perform their instruments to the class and other occasions such as in year group assemblies and the annual chamber concert for parents.

The Music Partnership offers some bursaries for individual instrumental lessons for those families who qualify and those receiving Pupil Premium are eligible for support with starting peripatetic lessons.

Equal Opportunities

- Equal value and consideration is given to music from all cultures. Each year group studies at least one unit of music from another culture as well as experiencing songs from around the world in singing assemblies. Children from other cultures are invited to share their interest and experiences with music.
- Music studied and songs learned are of interest to both boys and girls. There is no variation of opportunity for either gender and all children should be encouraged to explore different instruments and musical styles.

Extra Curricular Activities

For those with particular interest in music, additional activities may include:

- Inclusive lunchtime Choir
- Instrumental groups (these can vary depending on demand)
- Instrumental lessons provided by the South Derbyshire Music Partnership (on a fee paying basis) e.g. Cello, Clarinet, Flute, Guitar, Piano and Brass.

There will be opportunities for musical performance in assemblies and in productions within school and out of school. Those who learn an instrument are encouraged to join local ensembles such as Melbourne Town Band and Derby Music Centre.

Community Links

Where possible, the school supports and participates in local music events, for example the Carnival, the Christmas Carol Concert, Parish Church events, Rainbows Concerts and Derby Cathedral Music in Schools performance.

Musicians from local ensembles are invited to perform at school.