



Milecastle Primary School

Music Policy

Reviewed: February 2026



MILECASTLE PRIMARY SCHOOL MUSIC CURRICULUM POLICY

RATIONALE

Music is part of everyday life. It is a unique form of communication and a worldwide medium. Music at Milecastle Primary School should provide opportunities for participation, listening and appreciation. Music develops specific skills and understanding, creativity and aesthetic sensitivity. It is valued as an important experience at Milecastle.

AIMS

- To develop children's understanding and appreciation of a wide range of different kinds of music.
- To develop and extend children's own musical interests and increase their ability to make judgements of musical quality.
- To acquire the knowledge, skills and understanding needed to make music through playing instruments.
- To enable children to sing with confidence and expression.
- To develop skills, attitudes and attributes that can support learning in other subject areas and that are needed for life and work. These include listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.
- To give children an awareness of the variety of careers that may involve music.
- To provide children with an outlet for dealing with emotions and provide an alternative tool for regulating their mental health.

IMPLEMENTATION

1. Children are taught skills progressively using the 'Charanga' scheme as a primary resource. Additional resources may also be used to enhance topic work for example, 'Ten Pieces', 'Sing Up', 'Classical 100' and BBC's 'Bring the Noise'. This gives children the opportunity to listen to and appraise a wide range of recorded music and sounds.
2. Children will have the opportunity to handle, select, name and play tuned and untuned instruments appropriately when experimenting with musical ideas. They will be taught the correct way to play and handle instruments in class lessons. They will also have the opportunity to improvise and compose for a range of purposes including linking work to other areas of the curriculum.
3. In Reception music is taught as a discrete subject as well as being available as part of continuous provision.
4. The curriculum is enriched through additional music support provided by the Newcastle Music Service and other providers, including workshops and instrumental tuition. Children will also have the opportunity to learn new instruments through peripatetic teachers.
5. The children will be given experience of many different styles of music, from many different cultures, traditions and times in history, both live and recorded, enabling them to increase not only their ability for concentrated listening but their appreciation of a wide diversity of musical styles.
6. Links with other areas of the curriculum are important and will be made when appropriate, e.g. dance, art, English and topic work.
7. The school will provide a non-threatening atmosphere where everyone can perform at their own level of experience or skill in different situations - enjoyment is always the key.
8. Individuality and experimenting with musical ideas will be encouraged and attempts at recording will be valued.
9. Children will have the opportunity to sing regularly using a wide range of singing material in assemblies as well as in the classroom.

10. Children will be introduced to and gain an understanding of musical vocabulary, e.g. tempo, rhythm, scale, pitch, texture, structure, notation, duration.
11. Children will be encouraged to be tolerant of other contributions, and any criticism or evaluation will always be constructive.
12. Opportunities to widen children's experience of music, both recorded and live, will be sought. This includes, for example, hearing a wide range of music played at the start and end of assemblies, opportunities to hear live music performances and taking part in school performances.

INCLUSION

All activities are either supported or scaffolded using adaptive teaching strategies to take account of every child's needs. Every effort is made to present activities in such a way that they are equally interesting and accessible to all children no matter what their gender, ethnicity or impairment.

CONCLUSION

Music is essentially a practical subject at primary school age. The school will encourage a supportive attitude to staff and children alike. We will stimulate and challenge children to explore many facets of this subject and hope that enjoyment through understanding and practice of a wide range of musical experience will deepen their appreciation of music.