

# KS1 Curriculum Policy

## Music

Effective from: September 2025

Authorised by: Mary Fysh; Principal, Sarah Tapp; Head and Martin Ayres; Chair of Advisory Body

---

### Contents

|                               |   |
|-------------------------------|---|
| Planning and Delivery         | 2 |
| Classroom Organisation        | 2 |
| Resources                     | 3 |
| Ways of responding            | 3 |
| Differentiation               | 3 |
| Assessment and record keeping | 3 |

### Aims

The aims of music education are to:

- enable each child to grow musically at his/her own level and pace;
- to learn to play the violin or cello and learn the simple theory of music.
- foster musical responsiveness.
- support children's instinctive drive for sensory experience.
- give pupils a means of both verbal and non-verbal experience.
- develop awareness and appreciation of organised sound patterns.
- develop instrumental and vocal skills.
- develop aural imagery.
- develop sensitive, analytical and critical responses to music.
- develop the capacity to express ideas, thoughts and feelings through music.
- develop awareness and understanding of musical traditions, styles and cultures from other times and places.
- develop the experience that derives from striving for the highest possible musical and technical standards.
- foster enjoyment of all aspects of music.

## Planning and Delivery

The music curriculum will cover the exploration of:

- duration
- sound
- pulse and rhythm
- pitch
- instruments and symbols
- timbre, tempo and dynamics

To ensure that pupils meet a range of coordinated, progressive musical activities the curriculum will be used in unit-based schemes of work based on the National Curriculum programs of study. Using units of work enables individual programs of study statements to be grouped together in a coherent way. Each of the units has specific learning intentions which build upon previous work thus enabling future resource requirements to be assessed more easily.

Links can still be made to current cross-curricular topics and themes, where work in one area will clarify and build upon work in another. Aspects such as music from other times and cultures, our musical heritage or IT will be included at relevant points throughout the various units.

## Classroom Organisation

Activities may be grouped according to small groups, year groups or the whole class. They may be teacher led or open-ended and differentiated by task/outcome.

## Resources

A variety of resources will be used when appropriate, namely:

- DVDs
- CDs
- Online resources
- Computers (Purple Mash)
- a range of percussion instruments.
- visiting musicians.
- our own knowledge within the school.

## Ways of responding

Children will have the opportunity to respond in a variety of ways. These may include art, dance, drama, written work or discussion. This is in addition to the requirements of the National Curriculum.

## Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. We will continuously assess progress to determine levels of learning in order to plan for progression and the sequence of teaching in line with schemes of work and lesson plans.

## Assessment and record keeping

Assessment will be made in accordance with the End of Key Stage Descriptions in the National Curriculum. A written report will be given to parents at the end of each academic year outlining pupil progress.