Phoenix Infant and Nursery School

Music Policy

Rachel Bloom

Updated October 2026

Our Vision and Aims

At Phoenix Infant School we believe that music is an essential part of everyday life, and is a way to express ourselves, our emotions and our ideas. Our goal is for children to develop a love of music through being exposed to different types of music: genres, composers, styles of music. We recognise the impact music can have to engage, inspire and aid pupil learning and pupil wellbeing- energising, relaxing and enhancing moods. It also aids communication in children, developing crucial speaking and listening skills, promoting self-esteem and self-confidence, a sense of group identity, togetherness and an opportunity to develop skills, attitudes and attributes that can support learning throughout the curriculum.

Curriculum Overview

Our music curriculum is structured to fulfil the requirements of the National Curriculum for Music (2014), which includes the following key elements:

- **Listening and Appraising:** Pupils will develop the ability to listen to, appreciate, and analyse a diverse range of music.
- **Singing and Performing:** Children will have opportunities to learn to sing a variety of songs, perform simple pieces, and create music collaboratively.
- **Composing:** Pupils will learn to create their own music using traditional and digital methods.
- **Exploring Musical Notation:** Introducing children to basic musical symbols and notation to understand and create music.

Our high-quality teaching strives to inspire children and provide them with opportunities to develop skills to plan, practise, perform and evaluate their own and others work. We explore a variety of musical concepts and terms including beat, pitch, rhythm, singing and composing, with clear progression across each year group.

At Phoenix Infant School, we deliver the music curriculum through both class music lessons and a weekly whole school singing assembly. We strongly believe music is accessible to all and adapt our teaching to reflect this, for example teaching Makaton signs alongside some of our songs in our singing assemblies.

Due to mixed year group classes in Key Stage One we follow a two year planning cycle to ensure that no learning is repeated and effective progression is in place for all children.

Performance and Extra Curricular Opportunities

We want our children to be confident and expressive performers who enjoy using music as a way to express themselves. We put on a range of performance opportunities starting in Nursery with our Christmas singalong, a nativity performance each in Foundation 2 and Key Stage 1 and an End of Year Assembly for our Year 2 children. In addition to this we also run an extra-curricular clubs, such as choir and recorder, which perform at various events throughout the school calendar including events within our local community.

Our carefully planned curriculum allows children to opportunity to learn to play a variety of tuned and untuned percussion instruments, both independently and ensemble. To develop these opportunities further, children are also offered the extra-curricular opportunity to join a rock band through the provider Rock Steady Music. The children choose to play the drums, guitar, keyboard or vocals and perform together in a concert for their parents and classmates at the end of each term.

Cultural Inclusivity

Our music policy embraces cultural diversity and aims to include a range of music from various backgrounds and traditions. These are detailed in our Genre of the Month planning. Children will have opportunities to learn about, listen to, and perform music from around the world, fostering respect and understanding for different cultures.

Assessment

We will employ a variety of assessment methods to track children's progress in music, including:

- **Formative Assessment:** Continuous monitoring and observation during lessons to provide immediate feedback and support.
- **Summative Assessment:** Regular evaluations, summarising children's achievements in music at the end of each term to inform next steps in their learning.

Evidence of the children's progress in music can be found through photographs or videos in our class floorbooks, on our website or shared on our parent platforms (Seesaw and Tapestry). Each term, children will also be identified as being 'working at', 'working towards' or 'working at a greater depth' of the expected standards for their age group.

Monitoring and Evaluation

The music subject leader, in collaboration with senior leadership, will regularly review and evaluate the music curriculum and teaching practice to ensure the highest standards of music education are maintained. This will involve:

- Collecting feedback from teachers, parents, and pupils.
- Participating in lesson observations.
- Assessing the quality of musical experiences provided throughout the school year.

Impact

The impact of the Music curriculum at Phoenix Infant and Nursery School can be seen in the following ways:

- Our children are engaged and excited by our music curriculum. The skills that they are taught and experiences they are offered, enable them to appreciate music throughout their lives.
- Our children have become confident performers, composers and listeners, who are able to express themselves musically at school and beyond.
- Our children show an appreciation and respect for a range of music from a variety of genres across a variety of generations.
- Our children demonstrate and express their enthusiasm for music.
- Our children progress throughout the music curriculum which enables them to meet the expectations outlined at the end of each key stage for the national curriculum.