

RAVENS COTE JUNIOR SCHOOL

MUSIC POLICY 2025-2026



Date of Approval		Date of Review	
July 2025		July 2026	
Signed	Mrs A Wells Headteacher	Signed	Emily Gibson Chair of Governors



Ravenscote Junior School

Music Policy

'Music is a universal language that embodies one of the highest forms of creativity.'

(National curriculum)

1. Rationale

At Ravenscote we strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential.

At Ravenscote we believe that music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves, relate to others and the wider world.

Aims of our Music Curriculum

- To enjoy listening to a wide range of music from different times and cultures
- To enjoy making music based on different times and cultures
- To perform on instruments and through singing with confidence and enjoyment
- To develop composition and appraising skills
- To develop a musical vocabulary with which to evaluate the music listened to
- To provide a range of musical opportunities

2. National Curriculum Requirements

Within the national curriculum there are 6 objectives that children should be taught to do:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music



3. Whole school curriculum overview – Long term plan

	Autumn	Spring	Summer
Year 3	Carnival of the Animals	Reggae music	Recorders 1
	African Drumming	Peter and the Wolf	Recorders 2
Year 4	A night on Bare Mountain	History of Rock and Roll	Pentatonic scales (glockenspiels and xylophones)
	Baroque Era	Playing the glockenspiels and xylophones	In the Hall of the Mountain King
Year 5	Classical Era	Jazz	Ukulele 2
	Space	Ukulele 1	Latin American Music
Year 6	Romantic Era	History of hip-hop and rap	Transition Unit
	Film music	The Firebird	

Music skills

We have a well sequenced and progressive curriculum map, developed from the Model Music Curriculum, map containing the key concepts children need to be procedurally fluent and to work and think like professional musicians.

The key concepts in music we plan a progression for are as follows:

- Performing
- Composing
- Appraising

At Ravenscote, during Key Stage 2, children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Performing skills

Children will be taught to sing a wide-ranging variety of songs and to use their voices expressively. They have the opportunity to play tuned and un-tuned instruments with increasing control and rehearse and perform with others, with an awareness of audience.



Composing skills

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways.

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, tempo, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way music is created, performed and heard and that music is produced in different ways and is described through invented and standard notations.

4. Approach

At Ravenscote, music is taught throughout the school, establishing cross curricular links where possible. As well as music lessons in class, whole school singing sessions take place weekly. Children are given the opportunity to listen to a range of music at the beginning and end of our whole school assemblies. There are also multiple opportunities for children to access further music education through private music lessons and school led music groups.

5. Further opportunities

At Ravenscote, children with a particular interest or aptitude in music can be given the opportunity to extend their education in a variety of ways, for example, recorder groups, choir, samba band, music technology club, instrumental performances in assembly. Peripatetic teachers are used to teach piano, flute, clarinet, drums, vocal and guitar lessons in school. Rocksteady also come into school once a week where children can learn the keyboard, guitar, drums and vocals in a band context.

6. Assessment

At Ravenscote, assessment forms an integral part of the teaching and learning of music. This is done by observing children working and performing, by listening to their responses and by examining work produced in relation to the expectations set out on our curriculum maps.

Teachers assess the children's work in music both by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group.

Music assessment is in line with the school's Live Marking Policy. Children receive verbal feedback when appropriate and during written lessons will have reflection time to note down reflections on their learning.



7. Resources

We have a range of music equipment and resources in the music room and the peripatetic teaching room. There are a number of tuned and untuned instruments available for use in lessons, as well as a class set of ukuleles and a year set of recorders. There is also a school samba kit, with enough instruments for a class. There are three pianos in total, including a baby grand piano in the hall.

8. Progression, Continuity and Adaptations

At Ravenscote, we use a range of teaching and learning styles to meet the requirements of the national curriculum. We place an emphasis on active learning by including children in appraising composing and performing activities. We encourage children to take part in a range of practical activities wherever possible.

9. Cross-curricular links

At Ravenscote music is taught as a discrete subject. However, there are opportunities within other subjects to develop musical skills.

- Science curriculum (topics on sound and listening)
- PE curriculum (dancing)
- English curriculum (where it can act as a stimulus but also to develop listening skills.)
- RAW (listening to sacred music)
- Art (as a stimulus for creative work in a different medium)
- DT (making instruments)
- History (listening to music from the particular time being studied)
- Maths (note lengths link to fractions)

10. Inclusion

We are committed to providing effective learning opportunities for all children. Suitable learning challenges will be set for all children with the aim of maximising achievement for all children at an appropriate level for each individual.

Teachers will respond appropriately to children's diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different social, cultural and ethnic backgrounds.

Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.

Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher or with a more musically able child.



We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to children and in the conduct of staff and children.

11. Role of Governors

Governors determine, support, monitor and review the school policies and curriculum map. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor children's attainment across the school and ensure that staff development and performance management promote good quality teaching.

12. Role and Responsibilities of Music Subject Leader

The music leader has the responsibility of overseeing music within the school including:

- Delivering high quality weekly music lessons to each class
- Formulating and updating the policy when appropriate
- Ensuring appropriate resources are available and regularly updating them within the limits of the music budget and according to needs
- Disseminating information, as it is received from any external source, to staff and children
- Organising extra-curricular visits
- Liaising with additional adult helpers who run an extra-curricular music club/help on extracurricular music visits
- Managing the budget

