



Music Curriculum Policy

Date Reviewed:	26.06.2026
Next Review Date:	26.06.2027
Policy Owner:	Debbie Price
Ratified @ FGB/Committee Name & Date:	School Policy

Amendments:

Date	Amendment	Staff Member
26.06.2026	Policy standardisation	GM

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.
- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhurst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly



Oakhyrst Grange School

and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

Telephone: 01883 343344

Safeguarding Team: DSL@oakhyrstgrangeschool.co.uk



1. Health & Safety

- Children are not allowed in the Music room unsupervised without prior permission.
- Children must not move any piano or electric piano in the school without adult assistance.
- Children must not share or borrow recorders.
- Music stands to be moved by adult or by children under adult supervision

2. Teaching & Learning.

Weekly allocation of class lessons

- **Pre-Reception:** Two forty minute lessons.
- **Reception:** Two forty minute lessons.
- **Year 1:** Two forty minute lessons.
- **Year 2:** Two forty minute lessons.
- **Year 3:** Two forty minute lessons.
- **Year 4:** Two forty minute lessons.
- **Year 5:** Two forty minute lessons.
- **Year 6:** Two forty minute lessons.

Lessons.

One lesson per week is devoted to singing (with the exception of Pre-Reception). In the other lesson, children study elements from the other three strands on the Music curriculum: Listening, Composing and Performing. For more details, see **4. Curriculum Plan.**

Homework.

Children are not usually set homework for class music except on occasions when they are asked to learn words for a concert, assembly or school production (e.g. the end of year musical, Christmas service, Harvest Festival, etc).

Trips.

Concerts, festivals and competitions are arranged at various stages throughout the school year, in which children are encouraged to perform. The festivals and competitions involve pupils who sing in the Chamber Choir, play in the Orchestra, play in the music Ensembles and those who take instrumental lessons (see Extra Curricular Activities).



3. LDD & Equal Opportunities

All children have an entitlement to participate fully in Music, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy.

The needs of children requiring additional support for Music will be discussed by the Head of Music, SEND Coordinator, class teacher, and where appropriate, the parents, as pupils are required to come out of other timetabled lessons to receive their support.

Opportunities are given to those children identified as 'Gifted and/or Talented' to extend their skills and access a broader range of music. Most children who fall under this category receive peripatetic tuition separate from the regular music curriculum. These children perform in concerts, festivals and competitions both in and out of the school. Other activities to enrich and enhance the school's usual curriculum are available throughout the year.

4. Curriculum plan

Long term and medium term plans for Music can be found on the school server under:

\\Server\staff admin\CURRICULUM BY SUBJECTS\Music

Hard copies can be found in the Head of Music's Staff Handbook (located in the Staff Room)

NB – flexibility in music lesson planning is necessary to allow for assembly and concert preparation including the Summer show.

5. Foundation Stage

Pupils in Pre-Reception and Reception receive two forty minute music lessons per week each. The lower school music curriculum is designed to prepare pupils for the key skills, which they study in the upper school: singing, listening, composing and performing. Areas of study include:

- Singing
- Developing a basic understanding of dynamics, pitch, articulation and tempo
- Listening to live musicians
- Listening to recorded music
- Listening to music from a variety of cultures
- Discussion of emotions resulting from different types of music
- Exploring different ways of playing percussion instruments
- Musical accompaniment to stories
- Making up own pieces of music
- Following a conductor and understanding a conductor's signals



Oakhyrst Grange School

Music lessons often link with other topics and projects in the rest of the curriculum. Once a term, children in Reception and Pre-Reception perform music in separate Year assemblies. Any songs they learn link in with a project or area of study for that term. At Christmas, children from Pre-Reception and Reception combine with children from Year 1 to produce a Nativity play.

Long term and medium term plans for Foundation Stage Music can be found on the school server under:

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6. Cross curricular links

Music links in with other subjects across the curriculum on a regular basis throughout the school year. Liaison with form tutors takes place allowing for cross-curricular links with these subjects. Each year group has at least one themed assembly in which music plays a part, normally through singing but often also with instruments, composition and percussion. There are numerous links with R.E. in the music timetable. The Junior and Senior choirs both perform at the harvest festival service, years 5 and 6 perform an Easter assembly with music, the upper school sing at the Carol service and the lower school for their Nativity play. New hymns, mainly from Come and Praise, are rehearsed in Friday morning hymn practice and sung in assemblies throughout the year.

7. Assessment, recording and reporting

Pitch is tested informally during the singing element of lessons.

Rhythm is assessed by classroom observation as rhythmic tasks (such as clapping and percussion work) are undertaken.

Observing pupils as they tackle new music for class concerts assesses pupils' understanding of music notation. Performance skills are evident in group work.

Listening skills are assessed through class discussion.

Marking

Written work in Music is marked in accordance with the school's Marking and Assessment Policy.

Reporting

Class music reports are included in the full school reports.

8. Role of the Co-ordinator

Head of Music: Mrs Deborah Price

Roles and responsibilities:

- All class teaching throughout the school



Oakhurst Grange School

- Rehearse, conduct and accompany as required the Senior, Junior and Chamber choirs, and school orchestra.
- Organise and prepare a programme for the services for Class Concerts, Harvest Festival, Remembrance Day, Christmas and Easter services, the Spring Concert and Prize Day.
- Rehearse the school in Song Practice.
- Accompany the school singing in assembly.
- Timetable all peripatetic music lessons.
- Liaise with class teachers for class performances (e.g. class assemblies).
- Liaise with peripatetic staff.
- Host ABRSM exams, timetable the exams and accompany if required.

9. Review of policy and curriculum

This Policy is subject to regular review.