Queens Church of England Academy

Music Policy

Adopted by the Leadership team	*February 2026*
Approved by full Governing Body	*FEBRUARY 2026*
Signed by Chair of Governors	*PAUL ALLRED*
To be reviewed	*February 2028*



Curriculum Intent

Music is a universal language that embodies one of the highest forms of creativity. Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We provide opportunities for all children to create, play, perform and enjoy music and to appreciate a variety of music styles. We aim for every child to leave Queens Church of England Academy with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, children will develop transferable skills such as team-work, leadership, creative thinking, problem-solving, decision-making and presentation and performance skills.

Implementation

Our school uses the KAPOW scheme as the basis for its curriculum planning. This scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences.

- Performing
- Listening
- Composing
- The History of Music
- The Inter-Related Dimensions of Music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively and play tuned (e.g. glockenspiels) and untuned (e.g. triangles and maracas) accurately and with control. Children will learn to recognise and names the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions. Music is taught for 35 minutes per week. Work is either presented in the class floor book if it's written work. This could include drawing notes or writing on a post it note. If the work produced is practical for example singing a song or playing an instrument, class teachers record this and upload it directly to SharePoint. Children in Year 4 will have opportunity to take part in Whole Class Ensemble teaching with a specialist music teacher through the Warwickshire Music Hub. The same specialist teacher also teaches small group sessions to those children have had a particular passion for playing an instrument.

Children take part in singing practice, assemblies and have the opportunity to take part in a choir after school. Each year group has to opportunity to perform in front of their peers and parents. This includes class assemblies and performances at Christmas, Easter and end of Key Stage for Year 6 at the local theatre.

Impact

Class teachers assess pupils' attainment using insight and a range of informal strategies, including verbal feedback. Insight allows teachers to assess where they believe the children are based on the learning from that half term. Teachers will be focussing on what skills the children have learned, what musical vocabulary they are able to use and how they have adapted to singing a variety of songs and playing the instruments. To aid the assessment, class teachers will use a summative assessment at the end of each unit. It's 8 multiple choice questions based on learning from the unit. Class teachers will also record the children's activities and performances within lessons and then assess attainment.

The subject leader monitors the impact of the taught curriculum through learning walks, book looks (journal) video trawls, pupil interviews and staff discussions. This monitoring is recorded termly on Subject Snapshots, which are shared with SLT. Feedback is given to the phase leader to distribute to staff and the subject leader will feedback to individuals or year-group where appropriate. The findings feed into annual Subject Status

Reports, which are used to identify key priorities for the subject, including changes to Long Term Plan, as part of the SIDP.

Children will:

- enjoy and appreciate a wide variety of musical styles;
- explore how sounds are made, and how music is produced by a variety of instruments;
- develop imagination and creativity;
- build a sense of pulse and rhythm;
- understand a range of musical vocabulary;
- develop the interrelated skills of composition, improvisation, performance and appreciation;
- enjoy a wide range of songs and sing in tune;
- develop positive attitudes and to experience success and satisfaction in music.