The Orchard Vision: *Inspiring Success*
Values: *Determination, Courage, Respect and Kindness*

The Orchard School Music Policy 2026

School Aims

We aim to create a school where:

- we include everyone and strive for continued progress and learning for all children, no matter their starting points;
- we show courage, determination, respect and kindness in all that we do;
- children and staff are all safe, happy, healthy and contributing positively;
- leaders at all levels are inspirational practitioners, able and enthusiastic to learn from and develop others;
- we inspire success and build a strong foundation for future learning.

1. Curriculum Intent

At The Orchard, we believe that music is an essential part of a broad, balanced and ambitious curriculum. Music provides opportunities for creativity, self-expression, collaboration, achievement and enjoyment. It brings communities together and enables children to develop an appreciation of different cultures, traditions and experiences.

We aim to develop a lifelong love and appreciation of music, alongside the knowledge, skills and understanding that enable all children to see themselves as musicians.

Our music curriculum aims to enable children to:

- Develop confidence, enjoyment and enthusiasm for music.
- Develop their musical knowledge, skills and understanding progressively from Reception to Year 2.
- Use their voices expressively and creatively.
- Develop the skills needed to sing and play instruments with increasing accuracy, confidence and control.
- Listen attentively and respond thoughtfully to a wide range of musical styles, traditions and genres.
- Develop an understanding of musical vocabulary and the interrelated dimensions of music.
- Explore their creativity through improvising and composing.
- Experience the enjoyment and satisfaction of rehearsing and performing individually and collaboratively.
- Develop an appreciation of musicians and composers from different cultures, backgrounds and periods of history.
- Build confidence, independence, resilience and a sense of achievement through musical participation.

Our school values underpin our music curriculum. Children demonstrate courage when performing, determination when practising new skills, respect when listening to others and kindness when encouraging and supporting one another.

2. Statutory Curriculum Requirements

Early Years Foundation Stage

Music is an important aspect of Expressive Arts and Design, particularly Being Imaginative and Expressive. The Early Learning Goal for Being Imaginative and Expressive includes the expectation that children will:

- Sing a range of well-known nursery rhymes and songs.

- Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music.

Musical experiences also support children's communication and language, physical development and personal, social and emotional development.

Key Stage 1 National Curriculum
Pupils should be taught to:
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

The Model Music Curriculum provides additional non-statutory guidance that supports the sequencing and progression of musical knowledge and skills.

3. Curriculum Implementation
At The Orchard, music is taught as a discrete curriculum subject from Reception to Year 2, alongside opportunities to experience, enjoy and apply musical learning throughout the wider school day.

Our core music entitlement includes:
- One dedicated, timetabled music lesson each week.
- A weekly singing assembly.
- A progressive curriculum based on the Charanga music scheme.
- Daily rhyme time sessions in Reception.
- Access to musical instruments during planned teaching, rhyme time and continuous provision in Reception.
- Regular opportunities to play tuned and untuned instruments.
- Whole-class ukulele teaching for all children in Year 2.
- Opportunities to listen to, discuss, create and perform music.
- Opportunities for all children to rehearse and perform musical productions to parents and carers at Christmas.
- Participation in a dedicated dance residency week in Years 1 and 2.
- Opportunities to experience a wide range of musical artists, styles and traditions.

This entitlement is further enhanced through wider musical enrichment opportunities, including a weekly school choir which is open to children from all year groups and performs throughout the year.

Additional musical experiences enhance, rather than replace, the planned music curriculum.

Charanga
Charanga provides the foundation for our music curriculum. In EYFS and Key Stage 1, we follow the Charanga Model Music Curriculum scheme, which provides a carefully sequenced programme of musical learning.

The scheme enables children to revisit, consolidate and extend their musical knowledge and skills through the following areas:
- Musicianship – understanding music.
- Listening and responding.
- Singing.
- Playing instruments.
- Improvising.
- Composing.
- Performing.

Teachers use the Charanga resources alongside the accompanying progression and key learning documents to ensure that lessons have a clear musical learning focus and build upon prior learning.

Teachers adapt resources and approaches where appropriate to meet the needs of their children, whilst maintaining the intended musical learning outcomes and curriculum ambition.

4. Curriculum Progression
Our music curriculum is designed to enable children to develop increasingly secure musical knowledge, skills and understanding over time. Regular opportunities to revisit and apply previously taught learning enable children to build secure foundations for future musical development.

Reception
In Reception, children develop the foundations of musical learning through daily rhyme time/singing sessions, planned adult-led activities and opportunities within continuous provision.

Daily rhyme time sessions provide regular opportunities for children to develop their musical knowledge and skills alongside their communication and language development. Children build a repertoire of familiar songs and rhymes, develop an awareness of rhythm, pulse and pitch, and grow in confidence when singing with others.

Children have access to musical instruments during these sessions and within continuous provision, enabling them to revisit, practise, consolidate and extend their musical learning independently.

Musical experiences include:
- Singing nursery rhymes, action songs and familiar songs.
- Exploring sounds using voices, bodies and instruments.
- Moving and responding to music.
- Finding and beginning to maintain a steady beat.
- Copying and creating simple rhythmic patterns.
- Exploring differences in pitch, tempo and dynamics.
- Listening and responding to a range of music.
- Experimenting with sounds and expressing ideas creatively.
- Developing confidence when singing and performing with others.

Adults take opportunities to extend children's musical learning through high-quality interactions, modelling, questioning and the introduction of appropriate musical vocabulary.

Key Stage 1
The Charanga Model Music Curriculum provides a progressive sequence of musical learning across Years 1 and 2.

In Year 1, children build upon their early musical experiences by developing greater awareness of pulse, rhythm and pitch, singing with increasing confidence, playing simple instrumental parts and beginning to improvise and compose.

In Year 2, children consolidate and extend this learning, developing greater accuracy, control, independence and musical understanding. They increasingly apply their knowledge and skills when singing, playing instruments, listening, improvising, composing and performing.

Throughout Key Stage 1, children develop their understanding of the interrelated dimensions of music:

Musical element	**Understanding**
Pulse	The steady beat of the music.
Rhythm	Patterns of long and short sounds.
Pitch	How high or low sounds are.
Duration	How long or short sounds are.
Tempo	The speed of the music.
Dynamics	How loud or quiet the music is.
Timbre	The distinctive quality of a sound.
Texture	How different musical sounds are combined or layered.
Structure	How music is organised.

Children are introduced to musical notation through practical experiences, including pictorial representations, graphic scores and age-appropriate conventional notation.
The accompanying Charanga progression documents identify the specific knowledge, skills and learning outcomes for each year group and should be used to inform planning, teaching and assessment.

5. Singing
Singing is central to our music curriculum and is an important part of everyday life at The Orchard.

Children participate in singing during their weekly music lessons, weekly singing assemblies, classroom activities, celebrations and performances. Children from all year groups also have the opportunity to further develop their singing skills through participation in the school choir.
Singing is taught as a musical skill in its own right. Adults recognise that effective singing teaching extends beyond learning and remembering the words of a song.

Children are progressively taught to develop:

- Good singing posture and body position.
- Appropriate breathing and breath control.
- Pitch accuracy.
- Clear diction and pronunciation.
- Awareness of pulse, rhythm and tempo.
- Appropriate dynamics and vocal projection without shouting.
- Expression and communication of a song's meaning.
- The ability to listen to others and sing together.
- The ability to watch and follow a leader or conductor.
- Confidence when singing individually and as part of a group.

Our weekly singing assembly provides an additional opportunity to explicitly teach, model, practise and consolidate these skills.
The school's singing skills progression resources support staff in developing a consistent approach to the teaching of singing across Reception and Key Stage 1.

Teachers use appropriate visual resources, actions and modelling to support children in learning and remembering song lyrics, enabling them to focus more fully on the development of their singing skills.

These expectations also apply when rehearsing for school performances and celebrations. Rehearsals are viewed as valuable opportunities for musical learning and the development of singing skills, rather than simply preparation for a finished performance.

6. Instrumental Teaching
All children at The Orchard have opportunities to explore and play a range of tuned and untuned instruments, developing their musical knowledge, skills and confidence progressively from Reception to Year 2.

Children are explicitly taught:

- The names of musical instruments.
- How different instruments produce sounds.
- How to hold and play instruments correctly.
- How to handle instruments with care and respect.
- How to control and vary the sounds they produce.
- How to play in time with a steady beat.
- How to listen and respond to others when playing together.

Reception
Children explore a range of musical instruments during planned music lessons, daily rhyme time sessions and continuous provision. They experiment with sounds, explore simple rhythms and develop an awareness of the different ways in which instruments can be played.

Year 1
Children develop their instrumental skills through playing a range of tuned and untuned percussion instruments, including glockenspiels.
They learn to copy and create rhythmic and melodic patterns, maintain a steady beat and play simple instrumental parts as part of the Charanga curriculum.

Year 2 – Whole-Class Ukulele Teaching
All children in Year 2 learn to play the ukulele as part of our whole-class instrumental teaching programme. This ensures that every child has the opportunity to learn a musical instrument, regardless of their previous musical experience or financial circumstances.

Through progressive teaching, regular practice and rehearsal, children develop:

- Correct posture, positioning and handling of the ukulele.
- An understanding of how the instrument produces sound.
- Basic strumming techniques and simple chords.
- Increasing accuracy, coordination and control.
- The ability to maintain a steady pulse and follow rhythmic patterns.
- An understanding of simple musical notation and representations.
- The ability to follow a leader and play as part of an ensemble.
- Confidence, determination and perseverance when learning a new skill.
- Confidence when rehearsing and performing to others.

Whole-class ukulele teaching complements the Charanga curriculum, enabling children to consolidate and apply their developing musical knowledge and skills within a practical and purposeful context.

Children in Year 2 continue to have opportunities to play a range of tuned and untuned percussion instruments, ensuring breadth across the music curriculum.

7. Listening and Musical Appreciation

Children are introduced to a wide range of high-quality live and recorded music, representing different genres, cultures, traditions and periods of history.

Through carefully planned listening activities, children are encouraged to:

- Listen attentively and with increasing concentration.
- Identify instruments and musical features.
- Respond to music through movement, discussion and creative expression.
- Describe how music makes them feel.
- Express and explain their musical preferences.
- Recognise similarities and differences between pieces of music.
- Use increasingly accurate musical vocabulary.
- Develop an awareness of different musicians, composers and musical traditions.

Our regular weekly musical artist focus provides additional opportunities for children to discover and appreciate a broad range of music beyond the taught curriculum.

By sharing information about musical artists with families, we also encourage children to continue exploring and enjoying music at home.

8. High-Quality Music Teaching

Effective music teaching at The Orchard is practical, engaging, purposeful and inclusive.

Adults support children's musical development through:

- Clear identification of the intended musical learning.
- Revisiting and retrieving previously taught knowledge and skills.
- Explicit teaching and modelling of musical vocabulary and techniques.
- Regular opportunities for repetition, rehearsal and refinement.
- High-quality interactions and questioning that extend children's musical understanding.
- Opportunities for children to listen, discuss, experiment and make musical decisions.
- Timely feedback that helps children recognise and improve their musical performance.
- Appropriate scaffolding that supports participation and develops independence.
- Opportunities for children to apply their musical knowledge and skills in different contexts.

Teachers make explicit links between practical musical activities and the knowledge and skills children are developing.

The emphasis is on what children are learning musically, rather than simply completing an activity, playing an instrument or learning a particular song.

9. Cross-Curricular Learning

Whilst music is taught as a discrete subject, meaningful opportunities are identified to use music to enrich and support learning across the wider curriculum.
These may include:

- **Mathematics:** counting songs, number rhymes, patterns and sequences.
- **English and phonics:** rhyme, rhythm, vocabulary, storytelling and oral language development.

- **Science:** exploring sounds, materials and how sounds are produced.
- **Geography:** exploring music from different countries, cultures and communities.
- **History:** listening to music from different periods and exploring musical traditions.
- **Physical Education:** responding to rhythm, tempo and musical expression through movement and dance.
- **PSHE:** exploring emotions, relationships, identity and belonging through music.
- **Religious Education:** exploring music and songs associated with different faiths, beliefs and celebrations.

These experiences provide opportunities for children to make meaningful connections across their learning, whilst recognising the importance of music as a subject with its own distinct body of knowledge and skills.

10. Inclusion and Equal Opportunities
Music is an entitlement for every child at The Orchard, regardless of their starting points, background, additional needs or previous musical experiences.

We recognise that music can provide valuable opportunities for children to communicate, express themselves, experience success and demonstrate strengths that may not always be evident in other curriculum areas.

Teachers make reasonable adjustments to ensure that all children, including those with SEND and those who are disadvantaged, can access and participate meaningfully in music.

These may include:
- Visual resources to support musical vocabulary, instrument recognition and song lyrics.
- Explicit modelling and repetition.
- Adapted instruments or instrumental parts.
- Additional rehearsal opportunities.
- Consideration of sensory needs and noise levels.
- Appropriate adult or peer support.
- Alternative ways of responding to and participating in musical activities.

Children who demonstrate particular musical strengths are provided with opportunities to extend their learning through increased challenge, independence and creativity.
We are committed to ensuring that financial circumstances do not create unnecessary barriers to participation in wider musical opportunities, including the school choir.

11. Musical Enrichment and Performance
At The Orchard, we recognise the importance of providing all children with opportunities to experience the enjoyment, achievement and sense of belonging that come from rehearsing and performing together. Performance is an entitlement for all children, not simply those who choose to participate in additional musical activities.

Christmas Musical Productions
All children from Reception to Year 2 have the opportunity to rehearse and perform in Christmas musical productions to parents and carers.

These experiences enable children to apply their developing singing and performance skills, build confidence, work collaboratively and experience the satisfaction of performing to an audience.

Staff ensure that rehearsals provide meaningful opportunities to develop musical skills, rather than focusing solely on the finished performance.

Dance Residency
Children in Years 1 and 2 participate in a dedicated dance residency week, during which they develop their ability to respond to music through movement, rhythm, expression and performance.

This provides further opportunities to rehearse, refine and perform as part of a group, whilst developing an appreciation of the relationship between music and movement.

School Choir
The Orchard has a school choir which meets weekly and is open to children from all year groups, from Reception to Year 2. All children are invited to participate, regardless of their previous musical experience or ability.

The choir provides additional opportunities for children to:

- Develop their singing skills, including pitch, rhythm, diction, dynamics and expression.
- Build a repertoire of songs from a range of musical styles and traditions.
- Develop confidence when singing and performing to an audience.
- Develop their ability to listen to others and sing together.
- Experience the enjoyment of making music together.
- Develop a sense of belonging and pride in representing their school.
- Demonstrate commitment, determination and teamwork through regular rehearsals.

The choir performs throughout the year at a range of school and community events. These performances provide purposeful opportunities for children to apply and celebrate their developing musical skills, whilst strengthening links between the school and the wider community.

Participation in the choir extends the core music curriculum and supports our commitment to developing a lifelong love of music.

Wider Musical Enrichment
Additional musical enrichment opportunities include:

- School assemblies and celebrations.
- Opportunities to experience live music.
- Visits from musicians and performers.
- Community musical events.
- A regular musical artist focus, introducing children to a diverse range of musicians, genres and musical traditions.
- Opportunities to share and celebrate musical achievements.

These experiences contribute to children's personal development, cultural awareness, confidence, creativity and enjoyment of music.

12. Assessment and Curriculum Impact
Assessment in music is ongoing and primarily based on teachers' observations of children participating in practical musical activities.

Teachers use the Charanga Key Learning documents, Musical Progression Guides and Progression of Knowledge, Skills and Elements document to identify age-appropriate expectations and assess children's developing musical knowledge, skills and understanding.

Assessment may include:

- Observing children singing, playing, improvising and composing.
- Listening to individual and group performances.
- Questioning children about their musical knowledge and understanding.
- Observing children's use of musical vocabulary.
- Identifying children's ability to recognise and name musical instruments.
- Identifying how well children recall and apply previously taught skills.
- Using occasional audio or video recordings, where appropriate, to demonstrate progression.
- Encouraging children to reflect on their own musical performances and identify ways to improve.

Assessment should be purposeful and manageable, informing future teaching rather than creating unnecessary recording or workload.

Teachers use assessment to identify gaps in learning, misconceptions and opportunities for further challenge.

Intended Curriculum Impact
By the time children leave The Orchard, we aim for them to:

- Enjoy music and see themselves as musicians.
- Participate in musical activities with confidence and enthusiasm.
- Sing with increasing accuracy, control and expression.

- Recognise and name a range of musical instruments.
- Play tuned and untuned instruments with increasing confidence.
- Have developed foundational skills in playing the ukulele.
- Demonstrate an understanding of key musical concepts and vocabulary.
- Listen attentively and respond thoughtfully to different styles of music.
- Recognise a range of musical artists, styles and traditions.
- Create, improvise and perform simple musical ideas.
- Work collaboratively as musicians.
- Have experienced the enjoyment and achievement of performing to an audience.
- Have developed the foundational musical knowledge and skills needed for their next stage of education.

13. Roles and Responsibilities

Class Teachers

Class teachers are responsible for:

- Ensuring that music is taught regularly in accordance with the school's curriculum entitlement.
- Using Charanga and the accompanying progression documents to inform teaching.
- Ensuring that lessons have a clear musical learning focus.
- Explicitly teaching musical knowledge, skills and vocabulary.
- Adapting teaching to ensure that all children can access the curriculum.
- Assessing children's musical development and using this information to inform subsequent teaching.
- Providing opportunities for children to rehearse, refine and apply their musical skills.
- Promoting positive attitudes towards music.
- Encouraging children to participate in wider musical enrichment opportunities.

Music Subject Leader

The music subject leader is responsible for supporting the development, implementation and evaluation of the music curriculum across the school.

Responsibilities include:

- Maintaining a clear, ambitious and progressive music curriculum.
- Supporting staff with planning, teaching, assessment and resources.
- Monitoring curriculum coverage and the quality of music teaching.
- Evaluating children's musical knowledge, skills and understanding.
- Gathering pupil voice to understand children's experiences and identify areas for development.
- Identifying and addressing gaps in curriculum provision.
- Supporting staff professional development and confidence in teaching music.
- Auditing, maintaining and developing musical resources.
- Managing the music budget.
- Promoting musical enrichment and performance opportunities.
- Monitoring participation in wider musical opportunities, including the school choir, to support inclusion and equality of access.
- Evaluating the impact of curriculum developments and monitoring activities.
- Keeping school leaders informed about the strengths and development priorities within music.

14. Monitoring and Evaluation

The music curriculum is monitored regularly to ensure that the intended curriculum is being implemented effectively and that children are developing the expected musical knowledge, skills and understanding.

Monitoring activities may include:

- Learning walks and observations of music teaching.
- Pupil voice interviews.
- Discussions with teaching staff.
- Reviewing curriculum planning and coverage.
- Observing singing assemblies, instrumental teaching and performances.
- Reviewing assessment information.
- Auditing musical resources and their use across the school.
- Reviewing participation in the school choir and wider musical enrichment opportunities.

Monitoring focuses on the impact of the curriculum on children's learning, including what children know, remember, understand and can do as musicians.

Findings from monitoring activities are used to identify clear actions that improve the quality of teaching and the curriculum offer.

The impact of these actions is evaluated through subsequent monitoring, pupil voice, observations and evidence of children's developing musical knowledge and skills.

Music development priorities are reflected within the School Development Plan and subject leadership action planning, where appropriate.

15. Resources

Charanga is the school's core resource for music planning and teaching.
The school provides a range of musical resources, including:

- Tuned and untuned percussion instruments.
- Glockenspiels.
- Ukuleles for whole-class instrumental teaching.
- Digital music resources.
- Audio recordings and musical accompaniments.
- Visual resources to support instrument recognition and musical vocabulary.
- Visual resources to support the learning of song lyrics.
- Singing skills progression resources.

Shared musical instruments are stored centrally and are available for staff to use during music lessons and other appropriate learning opportunities.
In Reception, musical instruments are also accessible to children as part of continuous provision.

Resources are regularly reviewed to ensure they support curriculum delivery, progression, accessibility and effective musical teaching.

16. Health and Safety

Children are taught to handle, play, transport and store musical instruments safely and respectfully.
Staff ensure that:

- Instruments are appropriate for the age and developmental needs of children.
- Instruments are checked regularly and damaged equipment is removed from use.
- Noise levels are appropriate.
- Instruments requiring mouth contact are cleaned appropriately.
- Electrical equipment is maintained in accordance with school health and safety procedures.
- Musical activities, rehearsals and performances are appropriately supervised.
- Individual children's sensory and physical needs are considered when planning musical activities.
- Off-site musical performances and community events are organised in accordance with the school's educational visits and safeguarding procedures.

17. Supporting Curriculum Documents

This policy should be read alongside:

- The Early Years Foundation Stage Statutory Framework.
- The National Curriculum for Music – Key Stage 1.
- The Model Music Curriculum.
- Charanga KS1 Progression of Knowledge, Skills and Elements.
- Charanga Year 1 Key Learning.
- Charanga Year 2 Key Learning.
- Charanga Year 1 Musical Progression Guide.
- Charanga Year 2 Musical Progression Guide.
- The Orchard Singing Skills Progression Resources.
- The School Development Plan.
- Music subject leadership action planning.

18. Policy Review

This policy will be reviewed regularly to ensure that it reflects current curriculum provision, statutory requirements, developments in music education and school improvement priorities.

Updated: November 2026
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