

Forest Fields Primary and Nursery School



MUSIC POLICY 2025

Caroline Cawley – Music Lead & Music Specialist in Training

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Signed: James Verran

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THE TEACHING AND LEARNING OF MUSIC AT FOREST FIELDS PRIMARY & NURSERY SCHOOL

AN INTRODUCTION:

It is difficult to imagine a society without some form of music, it permeates everything we do. We move to it and are moved by it, we dance to it, relax to it and are refreshed by it. Music is a source of comfort when we are alone and yet can provide a powerful link with other people when we enjoy it together. It is an integral part of our lives and needs to be an integral part of the curriculum we provide for our children. At Forest Fields, we would like to emphasise the importance of music education for its own sake but evidence also shows the benefits of music reach far wider than simply the acquisition of another skill.

- Music is accessible to all children regardless of their abilities in other areas of the curriculum.
- Music provides a safe form of self-expression.
- Group music-making requires co-operation and self-discipline and brings with it a sense of belonging and unity.
- Listening and analytical skills can be developed, the benefits of which can be seen in other areas of the curriculum.
- Music can be fun and it is easy for children to succeed, thus increasing their self-confidence.
- Playing instruments can help develop physical co-ordination, gross and fine motor skills.
- It can provide an insight into other cultures which children can immediately relate to and share.
- It can be a very effective means of reinforcing things learned in other areas of the curriculum, especially language.
- In relation to pupil wellbeing, confidence and engagement – we are beginning to see the true impact of passionate music provision.

Our school values:

Building character is an important part of what we do at Forest Fields and our core values run effortlessly through all music lessons and musical interactions. Each of the values listed below are integral parts of building musical literacy and embedding musical knowledge. Due to the need for an open-minded approach to musical exploration from Foundation to KS2, it is important to ensure that the children understand the importance of the classroom as a respectful and safe place for opinion, musical explanation, taking musical 'risks' and working in collaboration with tolerance, patience and kindness.

These are the values we embed and encourage during the children's time at school:

- Nursery: Curiosity
- Foundation 2: Creativity
- Year 1: Teamwork
- Year 2: Empathy
- Year 3: Resilience

- Year 4: Reflective
- Year 5: Diligence
- Year 6: Excellence

Curriculum Intent

At Forest Fields Primary & Nursery School, we are building a culture where music is for everyone. We want to ensure that music is a joyful, engaging and inclusive experience that enables every child to develop their musical potential and develop an appreciation of the value of music in a way that is personal to them. We want children to have a curiosity for the subject and a respect for the role that music may play in any person's life. We want our children to see themselves reflected in the musicians and composers we listen to and to encounter inspirational and aspirational musical role models that reflect the world: past, present and future, in all its diversity.

We wish to:

- inspire the musicians of the future and create a passion for music in all our children that will stay with them for a lifetime by supporting the continued training of our music lead teachers in teaching methodologies such as Kodály, Orff and Dalcroze Eurhythmics.
- ensure that musical knowledge is embedded through consistent and inspiring teaching from Nursery to Year 6 by both the music specialist and supported throughout the curriculum by all staff.
- design a curriculum where children are taught to recognise the interrelated dimensions of music, learn important musical vocabulary, develop a good understanding of how music has changed throughout history and to internalise a clear understanding of musical notation to aid a true, embedded knowledge of music theory in line with the Model Music Curriculum (2021), The National Plan for Music Education (2022) and Nottingham Music Service Progression Framework.
- ensure that performance is a key part of every music lesson as solo, ensemble and in mini and larger more formal formats to build confidence steadily.
- continue to review and update our music curriculum to ensure that children have bespoke musical experiences tailor-made for our Forest Fields community.
- train staff to use musical techniques that link to all curriculum subjects to ensure the development of a musical school.
- form an EYFS team to develop Readiness Music to ensure a solid musical foundation.
- create an online database of musical activities for staff to use as CPD, 'Musical Snacks' in class and for children to access at home to help develop home-school musical links and 'singing siblings' - aiding the development of student musical leadership within school.
- start a school choir to further enhance our children's experiences of singing and the embedding of music theory.
- train and inspire student music leaders who promote musical behaviour throughout our school.

- develop an Annual Music Day to showcase and celebrate children's performances and progression, and to develop rich cultural links within our Forest Fields community.
- provide high-quality, professional performances in a range of genres and styles during assemblies, hired musicians and quality recorded performances as 'you can't be what you don't see'.
- provide opportunities for each child in KS2 to learn a musical instrument, after the development of their primary vocal instrument, to embed an understanding of graphic and western music notation, composition and improvisation.
- provide excellent pre-recorded Music Assemblies plus resources to be used in class while whole school assemblies are discouraged due to COVID-19 guidance, and into the future, to support staff CPD and to be accessed by the children as part of home learning.
- support staff musical knowledge and the development of musicality across all subjects with regular live CPD and staff meetings provided by our music lead teachers.

Curriculum Implementation

There are 6 strands to our implementation of that intent:

1. An ambitious and engaging music curriculum, taught through weekly music lessons
2. Listening to music and learning about composers and musicians
3. Weekly singing assemblies
4. Music clubs, choirs, ensembles and instrument lessons
5. Regular opportunities to perform
6. Planned inspirational and aspirational musical experiences

1. An ambitious and engaging music curriculum - taught through weekly music lessons

The expectations for children leaving primary school are high. We expect our Y6s to be able to read and notate music, play at least one tuned instrument and a number of untuned instruments with some fluency and musicality, critically analyse music, improvise and compose music, and have an understanding of music history. To ensure that this happens, we are building a clear progression of knowledge, skills and understanding mapped out from Foundation through to KS2. Medium-term planning dictates that each music lesson from Y1 to Y6 consists of the following elements:

1. Music Theory (Notation and Music History)
2. Music Practice (Singing, Listening, Composing, Musicianship, Performance)

The approach we take to music education is exemplified further by these three classes of knowledge (*OFSTED: Research and Review Series – Music – July 2021*)

- Tacit Knowledge (experiential) – informal, gained through listening and experiences within our culture.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		AM: 40mins	PM: 20mins	AM: 40mins	PM: 20mins	AM: 40mins	PM: 20mins	
Y1	Ravens							Curriculum Music: 18 hours per year Music Assembly: avg 13hrs per year Total: 31hrs per year
	Falcons							
	Eagles							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		AM: 30mins	PM: 20mins	AM: 30mins	PM: 20mins	AM: 30mins	PM: 20mins	
Y2	Raccoons							Curriculum Music: 18 hours per year Music Assembly: avg 13hrs per year Total: 29hrs per year
	Koalas							
	Badgers							

Lower Key Stage 2:

Curriculum Music is taught during PPA time by a member of teaching staff currently training to be a music specialist. Due to a rotating PPA timetable, class slots alternate between AM and PM sessions per half term. Below is an example of provision in 2022-23.

In Y4, as well as Curriculum Music lessons, children have the opportunity to learn a stringed instrument (cello, viola, violin) as part of an ensemble with two members of staff from Nottingham Music Service.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		PM: 35mins	AM: 30mins	PM: 35mins	AM: 30mins	PM: 35mins	AM: 30mins	
Y3	Kahlo	A	B		C	D		Curriculum Music: 13 hours per year Music Assembly: 19.5 hrs per year KS2 Choir (optional) Total: 32.5hrs per year
	Banksy	A		B	C		D	
	Kapoor		A	B		C	D	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		AM: 45mins	PM: 30mins	AM: 45mins	PM: 30mins	AM: 45mins	PM: 30mins	
Y4	Clyne	A	B		C	D		Curriculum Music: 15 hours per year KS2 Choir (optional) NMS String Ensemble: 17 x 30min sessions=8.5hrs per year Music Assembly: 19.5 hrs per year Total: 43hrs per year
	Kanneh-Mason	A		B	C		D	
	Shankar		A	B		C	D	

**with optional choir in LKS2, the total number of hours spent in music lessons may be higher than the total listed for this basic provision.*

Upper Key Stage 2:

Curriculum Music is taught during PPA time by a member of teaching staff currently training to be a music specialist. Due to a rotating PPA timetable, class slots alternate between AM and PM sessions per half term. Below is an example of provision in 2022-23.

In Y5 and Y6, as well as Curriculum Music lessons, children have the opportunity to continue their stringed instrument lessons as part of an afterschool Area Band ensemble with one member of staff from Nottingham Music Service and our school music teacher. 5 of these children will also have the opportunity to attend a residential Music Camp where they learn about music notation, play their instrument with other children and professionals and experience outdoor activities as part of the residential in the beautiful Peak District. Area band have at least one opportunity per term to perform for a large audience facilitated by Nottingham Music Service i.e. The Great Orchestra Experiment, Christmas in the City and End of Year Concert. They also have at least one opportunity per term to rehearse with children from other city schools as part of a wider orchestra.

Children who attend Area Band also receive small group lessons from a peripatetic teacher linked to the NMS and they have the opportunity to take exams towards Music Accreditation resulting in a Music Medal or ABRSM Grade Examinations depending on their capability.

If a child showing accelerated progress in their music lessons, they are invited to join Robin Hood Youth Orchestra InterConnect (if a child is moving through their grade accreditation in year 5 and 6, they can join this group in preparation for joining the Robin Hood Youth Orchestra when they begin secondary school) or Folk Connect. Both of these groups take place outside of school time and with children from other schools.

Lucy Haigh (award-winning choir leader based at St Mary's Church, Lace Market, Notts) provides 30-minute singing lessons for all Year 5 children each week. A growing number of our KS1 and KS2 children have also joined the St Mary's Children's Choir who rehearse on Tuesdays after school.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		PM: 30mins	AM: 35mins	PM: 30mins	AM: 35mins	PM: 30mins	AM: 35mins	
Y5	Franklin	A	B		C	D		Curriculum Music: 13 hours per year KS2 Choir (optional) Music Assembly: 19.5 hrs per year Option to continue string lessons in Area Band, Folk Connect and small group peripatetic lessons. Lucy Haigh Choir Lessons: 19.5 hours per year Total: 52hrs per year
	Jemison	A		B	C		D	
	Mansfield		A	B		C	D	
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
		PM: 30mins	AM: 45mins	PM: 30mins	AM: 45mins	PM: 30 mins	AM: 45mins	
Y6	Paulescu	A	B		C	D		15 hours per year Choir optional Music Assembly: 19.5 hrs per year Option to continue string lessons through Area Band, Folk Connect and small group peripatetic lessons. Total: 34.5hrs per year
	deGrasse Tyson	A		B	C		D	
	Hawking		A	B		C	D	

**with optional choir, peripatetic music lessons and Area Band in KS2, the total number of hours spent in music lessons may be higher than the total listed for this basic provision.*

Music Technology:

Using technology as a way of learning about music, experimenting with composition and recording is an integral part of a modern music education.

We use a range of apps as a way of introducing music technology such as:

- Chrome Music Lab
- Groove Pizza
- Drumbit
- Incredibox
- Virtual Piano
- Ableton Synthesisers
- Rhythm Notation Challenges

Links to these apps are available on Ms. Cawley's Music Page on our school website along with our regularly updated Musician of the Month assembly video, MOTM playlists, 'Musical Snacks' to use in class, links to MMC 'listen & respond' playlists, Times Tables songs – all of which are accessible to children who are working from home or just want to explore music at the weekends with their families.

Link: <https://www.forestfieldsprimary.co.uk/ms-cawleys-music-page/>

In UKS2, children have an opportunity to take part in music recording workshops with our music specialist teacher. They learn how to use free recording software (i.e Garageband and Reaper), how to layer a range of instruments or sounds in various channels to create a piece of music, use an audio interface and microphones to record, and how a recording studio works.

2. Listening to music and learning about composers and musicians

We all know that reading to children and talking about books is crucial to their development as writers. The same is true for music. If we want our children to be well-rounded musicians, discerning listeners and to appreciate the value of all music types, then we need to give them as wide and varied a diet of music as possible. We also need to give them the knowledge and vocabulary to unpick that music in order to be able to understand what they are hearing and to apply it to their own music making.

We approach listening to music in 4 key ways:

- As a school we look at a musician or composer each month, which allows us to share in the process of learning and encourages listening for pleasure at home as children can access pre-recorded video lessons created by our music specialist teacher through Google Classroom and school website.
- One Minute of Listening: each lesson contains this meditative moment of listening where children from Y1 to Y6 focus on interrelated dimensions of music and instrumentation allowing children to be exposed to numerous genres, disciplines and musical ideas.
- Teachers are encouraged to play music linked to learning, children's interests, Musician of the Month as Musical Snacks during the day but also to aid learning (times tables songs) and during Times Tables Rock Star sessions.
- As part of our work on diversity and with the help of the model Music Curriculum, we have been looking carefully at representation in the music we listen to, making sure that the children have the opportunity to see themselves reflected in the musicians we study. Pupils have opportunities to listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the music of other faiths and cultures - with value being placed on their diversity.

3. Weekly singing assemblies

EYFS:

EYFS get together on a Friday afternoon to sing in the Stanley Hall. To assist staff up-skilling in Readiness Music, our music specialist has provided video recordings of repertoire suitable for this age group to begin to build the foundations of musical learning with related actions and games.

Key Stage 1:

In KS1, we currently take part in in-class Music Assembly using planning devised and provided by our music specialist teacher due to COVID-19 restrictions. These will explore the Musician of the Month, repertoire learned in music lessons to further embed the foundations of musical learning and musical movement in the form of dance or body percussion. A series of pre-recorded videos of curriculum appropriate repertoire such as rhymes, songs and actions are also used in class to embed content from music lessons. In September 2022, live Music Assemblies will recommence in the Stanley Hall.

Key Stage 2:

In KS2, we currently have weekly pre-recorded in-class singing assembly videos and planning provided by our music specialist teacher due to COVID-19 restrictions. These lessons cover the following aspects of our music curriculum and they double as weekly CPD for classroom teachers and TAs.

- Breathing Exercises (correct posture and breathing for singing)
- Body Percussion (linked to western notation and developing complex musical ideas such as syncopation)
- Tongue Twisters (aiding diction and performance)
- Interrelated Dimensions of Music (a different one is the focus each month)
- Western Notation (practicing known notation in various ways to aid embedding)
- Let's Compose! (using known notation to compose)
- Musician or Composer of the Month (their story and points of interest as a hook)
- Listen & Respond (use analytical skills to discuss MOTM songs)
- Singing Warm Ups (for healthy singing practise)
- Let's Sing! (learn to sing one of the featured MOTM songs)

The music teacher has also provided pre-recorded videos of curriculum appropriate rhymes, songs and chants with body percussion actions that teachers can access in class and children can access at home. Again, excellent for embedding musicality and staff CPD.

In September 2022, live Music Assemblies will recommence in the Berridge Hall – LKS2 and UKS2 separately.

4. Music clubs, ensembles and instrument lessons

At Forest Fields, children with a flair or an interest in music have the opportunity to progress to the next level of learning through instrument tuition or a club.

We are proud of our links with Nottingham Music Service and have worked with them for many years. Our Year 4 students learn a stringed instrument as part of an ensemble - cello, viola or violin - as part of the 'Wider Opportunities' Programme. In Year 5, a number of these children have the opportunity to continue this learning as part of small group lessons on a Friday and Area Band group. Area Band have the opportunity to meet other schools and take part in performances in large, illustrious venues such as Nottingham's Albert Hall. We provide Recorder Club for pupils in UKS2.

We are in the process of setting up both a KS1 and KS2 choir.

We are in the process of setting up further clubs utilising 'pupil voice' to make sure that provision matches what the children would like to learn. Increasing external instrumental provision and the formation of an extra-curricular bands and groups is also part of our musical vision.

5. Regular opportunities to perform

Pupils have opportunities to showcase their skills to an audience throughout the school year, starting with whole class and solo performances within their curriculum music lessons. Larger performances are planned into our progression with audiences getting wider as

children progress through the school starting with class assemblies in Reception through to older children performing at the FF Annual Music Day each year. We hope to resume our end of year concerts in the school hall and nearby Djanogly Secondary School soon.

6. Planned inspirational and aspirational musical experiences

To inspire our future musicians, we expose them to aspirational and inspirational opportunities. As restrictions lift we look forward to being able to invite musicians and bands back into school to perform. We also look forward to participating in more musical projects providing opportunities for our children to perform with children from other schools and musicians, at local and national events.

Curriculum Impact

By the time children leave Forest Fields Primary & Nursery School, they will have:

- acquired a sound musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- developed a level of technical expertise on at least one tuned and one untuned instrument and have an advanced understanding of how to read Western Notation in line with the Model Music Curriculum and our own Kodály-inspired music curriculum.
- developed a strong awareness and appreciation of different musical traditions and genres.
- developed confidence in ensemble and solo performance.
- achieved an understanding of how musical provenance – the historical, social and cultural origins of music – contributes to the diversity of musical styles.
- developed the ability to give precise verbal explanations, using musical terminology effectively, accurately and appropriately.
- acquired a genuine passion for and commitment to a diverse range of musical activities.

As a by-product of our musical school, we expect to see:

- a high uptake of extra-curricular musical opportunities by pupils. (Area Band has grown from 8 children in 2021-22 to 32 in 2022-23)
- positive parental engagement such as attending concerts and getting involved in the FF musical community.
- children and parents talking positively about music and that children are proud of their progress
- music forming an important part of our pupils' daily lives in and out of school.

We monitor the impact of our music provision by:

- assessing and monitoring the progress of our children against our curriculum overview progression maps. Assessment is carried out on an ongoing basis by our music specialist teacher with video recordings filed once per term. Teaching all of the children from Y1 to Y6 is an effective way of gaining an overview of capability across the key stages and aids accurate recording of assessment in Classroom Monitor, informing planning, lesson activities and differentiation. Videos of the children's work and performances are also recorded to document progression over time. Because of the frequency of the lessons, the music teacher can target children who are struggling with certain objectives and tailor lesson planning to the ability of each class group.
- Monitoring the uptake of extra-curricular opportunities - adapting as necessary to make sure they are inclusive, exciting and inviting.
- Collecting ongoing feedback from parents, pupils and staff.
- Monitoring how well we are embedding musical experiences across the curriculum – supporting teachers as necessary to find links within their topics.
- Use 'pupil voice' to check on the visibility of music in the school and to talk to children about their learning and how they feel about music.
- Provide opportunities for staff to team-teach with and observe our music specialist teacher. She will in turn observe lessons to look at how musicality pervades all subjects and learning outside of discrete music lessons, and give advice and training where needed.

The 'Three Pillars of Progression' (*OFSTED: Research and Review Series – Music – July 2021*) showing development of skills in performing, listening and composing:

- Technical – ability to control sound using your voice, an instrument or music technology. Ability to use musical notation such as staff notation or guitar tab to support this.
- Constructive - Knowledge of the musical elements/interrelated dimensions of music and knowledge of the components of composition.
- Expressive - musical quality, musical creativity and knowledge of musical meaning across the world and time.

Safeguarding:

Curriculum music lessons taught by the same music specialist across KS1 and KS2 is a unique opportunity to spot safeguarding concerns and to monitor the children's mental health and wellbeing across their time at Forest Fields. The music specialist teacher, as a permanent member of staff, has access to CPOMs for all of the classes and year groups and an enhanced knowledge of families, siblings and the community over a number of years working at the school.

SEND:

Due to the little and often approach of our bespoke music curriculum, all children regardless of their needs and abilities can take part in music lessons. The music specialist can assess each child individually to make sure that all teaching is at a pace suitable for the child or that they have the assistance necessary to access the activities in their group.

In Y4, the music specialist liaises with a specialist access team employed by NMS to assess what extra support is required for the incoming year group. This is a superb way of making sure that children with SEND can access an instrument in Y4 and beyond.

Contribution of Music to Teaching in Other Curriculum Areas:

Literacy

Music contributes significantly to the teaching of literacy by actively promoting the skills of thinking, reading, writing, speaking and listening. This starts at the earliest levels of children's music learning in EYFS contributing to children's language acquisition. Children develop a specialist vocabulary throughout their music lessons and in the analytical listening and responding parts of their sessions. The children develop oral skills through discussions and through recounting their observations of music using opinion and fact.

Maths

Music contributes to the teaching of mathematics in a number of ways. In western notation alone, there are opportunities for children to use fraction skills to understand the number of sounds and rhythm in relation to the beats per bar and the time value of each musical note. There are maths links littered throughout music in time signature but also in sequences and pattern, and much music technology uses formula and graphic visualisations in recording.

ICT

As mentioned in our Implementation section, music technology, recording software and apps are an integral part of the modern music curriculum explored at Forest Fields.

PSHE

A fantastic part of our music lessons is that they bring a great amount of joy. Children are encouraged to find the fun in every aspect of their learning but music lessons are becoming a very important way of building bonds, and exploring joy and creativity with confidence. Team work, singing and performance as an ensemble are integral ways of building friendships and shared experience.

Science

Music, by its very nature, has close links with science. Children learn about pitch and dynamics plus sound in general linked with KS2 Science topics. How music is recorded in software and apps also have a solid Computer Science basis.

Creative Arts:

We are working to receive our Arts Mark award in conjunction with the Curriculum Art Lead. We wish to highlight the importance of creativity and links with art, drama and the spoken word.