



MUNTHAM HOUSE SCHOOL

**MUSIC
POLICY**

Music Policy

Overview

Music at MHS is taught to support pupils in gaining confidence, motivation, and creativity. It aims to broaden pupils' artistic expression and provide opportunities to perform and showcase their musical talents. Music is a universal language and one of the highest forms of creativity; therefore, a high-quality music education should engage, inspire, and nurture pupils' love for music while developing their skills as musicians.

Through a progressive and inclusive curriculum, pupils develop musical understanding, performance skills, and the ability to listen critically and thoughtfully to a wide range of music. As pupils progress, they develop the knowledge and confidence needed to compose, perform, and appreciate music at increasingly advanced levels.

Music at MHS includes:

- Learning to read and write musical notation on treble and bass clef staves.
- Learning to play various instruments, both solo and in ensembles.
- Composing using DAW software, MIDI instruments, and music technology.
- Recording, producing, and developing editing and mixing skills.
- Learning musical concepts and linking them to real-life contexts.
- Extension opportunities for able pupils to complete Pearson-accredited BTEC qualifications in level 2 and 3 at various stages (award, certificate, and diploma).
- Opportunities for solo and ensemble performance before peers, staff, and families.
- Participation in the BOTB Music Club to extend musical development.
- An inclusive, accessible curriculum that ensures progress and enjoyment for all.

Primary Music Curriculum

This section outlines the structure and aims of the Primary Music Program at MHS, which provides pupils with a well-rounded music education through a structured cycle of Listen, Learn, and Play. The programme fosters musical appreciation, creativity, performance skills, and confidence in an engaging and supportive environment.

Program Structure

The Primary Music Curriculum operates on a two-term rotation, with a different key focus area each rotation. Throughout the year, pupils engage with three central elements of music education:

1. Listen

Focus: Developing listening and appreciation skills.

Objectives:

- Engage with a range of musical styles, genres, and cultures.
- Identify and discuss musical elements such as tempo, rhythm, melody, and dynamics.
- Reflect on personal preferences and articulate reasons for their choices.
- Recognise instruments, sounds, and patterns in musical pieces.

Activities may include:

- Guided listening sessions
- Music journals and reflection tasks
- Group discussions or short presentations

2. Learn

Focus: Building musical knowledge and understanding.

Objectives:

- Develop understanding of notation, rhythm, and core music theory.
- Learn about the history and context of various musical traditions.
- Strengthen musical vocabulary and understanding of structure.

Activities may include:

- Music theory lessons, quizzes, and games
- Research tasks on composers, genres, or instruments
- Visual or written exploration of musical concepts

3. Play

Focus: Performance, creation, and collaboration.

Objectives:

- Perform using voice and instruments individually or in groups.
- Compose and create original pieces using concepts learned.
- Experiment with rhythm, dynamics, timbre, and structure.
- Build teamwork skills, creativity, and performance confidence.

Activities may include:

- Ensemble rehearsals
- Improvisation and composition projects
- Performances for peers or school events

Primary Assessment

Timing: End of Terms 2, 4, and 6

Method: Practical performance + written or verbal reflection

Criteria:

- Engagement and participation
- Development of listening, theory, and performance skills
- Creativity and understanding of musical concepts
- National Curriculum and BTEC Skills Framework alignment

Formative feedback is given throughout to support progress.

Secondary Music Curriculum

The Secondary Music Curriculum at MHS is not designed to follow the National Curriculum. Instead, it takes inspiration from key National Curriculum principles while being fully adapted to meet the individual needs, abilities, and learning pathways of each pupil.

The curriculum is bespoke, inclusive, and stage-based, allowing pupils to progress at an appropriate pace in line with their EHCP outcomes, cognitive development, emotional readiness, and personal strengths. Musical learning is assessed through clearly defined stage assessment criteria across performance, theory, history, and composition, ensuring meaningful progression regardless of starting point or age.

Curriculum Design and Inclusion

- Learning is personalised and does not assume age-related expectations.
- Pupils may access different stages within KS3 depending on readiness and need.

Music Policy

- Assessment focuses on progression from individual baselines, not comparison to national standards.
- Musical activities are adapted to support communication, regulation, confidence, and engagement.
- Practical and vocational learning is prioritised to maximise accessibility and success.

Key Stage 3 (KS3)

In KS3, pupils follow a stage-based music curriculum, with each stage assessing progress across the four core musical areas:

- Performance
- Theory
- History
- Composition

These areas are taught discretely but interconnected to support deeper understanding and transferable musical skills.

Performance

- Pupils develop vocal and/or instrumental skills.
- Lessons focus on confidence, coordination, ensemble work, and expressive performance.
- Progression is measured against individual technical and expressive development.

Theory

- Musical theory is taught in a practical, accessible way.
- Pupils develop understanding of rhythm, pitch, structure, notation, and musical language.
- Theory learning directly supports performance and composition tasks.

History

- Pupils explore music from different periods, cultures, and genres.
- Learning focuses on listening, discussion, and contextual understanding rather than written recall.
- Historical knowledge is linked to the music that pupils are performing or composing.

Composition

- Pupils create original music using instruments and music technology.
- Composition tasks develop creativity, structure, and decision-making.
- Pupils are encouraged to reflect on and evaluate their own work.

Progress through KS3 stages is flexible and based on achievement rather than time, ensuring pupils build secure skills before moving forward.

Key Stage 4 (KS4)

In KS4, pupils begin working toward the Pearson BTEC Level 2 Music Industry Skills qualification.

The curriculum becomes more vocational and industry-focused while continuing to support individual learning needs.

Pupils are assessed through:

- Practical performance work
- Composition and production tasks
- Music technology projects
- Written and verbal evaluations
- Portfolio-based evidence aligned to Pearson assessment criteria

This pathway develops both musical ability and employability skills, including teamwork, independence, resilience, and communication.

Key Stage 5 (KS5)

In KS5, pupils may progress to the Pearson Level 3 Foundation National Diploma in Music.

This stage supports:

- Advanced performance and composition skills
- Greater independence and professionalism
- Deeper exploration of music theory, analysis, and industry practice
- Extended project and portfolio development

Assessment follows Pearson's official qualification framework, with pupils producing a comprehensive digital portfolio showcasing skills, understanding, and personal progression.

Progression and Outcomes

The Secondary Music Curriculum at MHS:

- Ensures clear progression from stage-based KS3 learning to accredited KS4 and KS5 qualifications
- Is rooted in individual need rather than age-related expectations
- Supports pupils in developing confidence, creativity, communication, and independence
- Provides meaningful pathways into further education, training, or employment in creative industries

Intent

The Music Curriculum at MHS is built to ensure progression from Primary through KS3 and into accredited KS4 and KS5 pathways. It supports pupils in developing confidence, creativity, and self-expression through safe and structured opportunities.

Music Policy

All learning is designed to remain relevant to the BTEC Music Industry Skills (Level 2) and the Pearson Level 3 Foundation National Diploma in Music, enabling a clear and supported progression route for pupils.

The curriculum is fully inclusive and tailored to individual needs, EHCP goals, and developmental stages, regardless of age. Pupils regularly participate in group performance projects that promote teamwork, communication, and positive relationships. Performance opportunities allow pupils to showcase their learning and build confidence in public settings.

Implementation

To ensure high-quality teaching and learning in music:

- A progressive curriculum is delivered from Primary through to KS5.
- Music is taught through structured topics focusing on performance, theory, and composition.
- Termly and half-termly assessment cycles are built into the curriculum.
- Teachers use a team-teach approach, providing varied expertise and learning opportunities.
- Differentiation is embedded to meet the needs of pupils as outlined in their EHCPs.
- Current themes and contemporary music are used to maintain engagement.
- A subject-specific LSA provides additional targeted support.
- Collaboration with other school departments enables large-scale performance opportunities.
- Extra tuition, clubs, and band opportunities are available to extend learning.
- Music learning is balanced between instrumental practice and music technology.

Impact

The Music Department aims to provide investigative, practical, and skills-based learning experiences. Regular assessments ensure teachers and pupils have a clear understanding of progress.

Impact is measured through:

- Assessment of vocabulary and knowledge before and after units.
- Summative assessment of discussions, performances, and compositions.
- Photo and video evidence of practical learning.
- Moderation of work and assessment outcomes.
- Annual reporting of attainment and progress.

The curriculum builds musical confidence, understanding, and appreciation, preparing KS1 and KS2 students for KS3 and beyond into BTEC Level 2 and Level 3 pathways.

Aims

- Encourage collaboration in group settings.
- Build confidence through creative and expressive work.
- Develop knowledge of the music industry and wider career pathways.
- Foster independent learning and personal expression.

Objectives

- Provide pupils with life skills that support future success.
- Challenge pupils to attempt new tasks and build resilience.
- Encourage critical thinking and evaluation of their own progress.
- Support pupils in setting and reviewing personal targets.

Teaching Guidelines

- Identify and build upon existing skills.
- Plan lessons that stretch and support pupils of all abilities.
- Provide extension tasks for more able pupils.
- Encourage peer teaching and collaboration.
- Formatively assess pupils each lesson.
- Support pupils in identifying areas for personal development.

Secondary Qualifications

From KS4 onwards, pupils can work towards:

- Pearson BTEC Level 2 Music Industry Skills
- Pearson Level 3 Foundation National Diploma in Music

Assessment follows Pearson's official guidelines and requires pupils to build an online portfolio of evidence, including performance recordings, compositions, written reflections, and industry-related tasks.

Monitoring and Assessment

- Half-termly and end-of-term assessments across performance, theory, and composition (KS3).
- BTEC criteria for KS4 and KS5.
- Annual review of curriculum delivery and attainment.

Extracurricular: Makaton Choir

The school provides all pupils with the opportunity to join the Makaton Choir as part of its inclusive music provision in KS1 and KS2.

- The choir uses signing alongside singing to support accessibility and communication.
- It promotes confidence, expressive communication, and a sense of belonging.
- It is open to pupils of all ages and abilities.
- This supports the school's commitment to inclusive arts education and equality.

Monitoring the Effectiveness of this Policy

The effectiveness of this policy will be reviewed annually (or sooner if needed) by the Head of Music, the Head of Education, and the nominated governor. Recommendations will then be made to the Governing Body as appropriate.