

Juniper Hill School

Music Policy



Kindness Enjoyment Achievement

This policy was written in March 2026

Review Date: March 2028

Intent

At Juniper Hill, our intent is to enable children to enjoy music in all of its aspects. They will learn to perform, compose, listen analytically to and review music and, in doing so, will become confident in understanding and applying key musical skills within these areas.

Introduction

We want to provide children with a range of opportunities to develop their knowledge and understanding of music while also fostering an enjoyment and love of the subject. This policy sets out the framework through which music is planned, taught and assessed at Juniper Hill School.

School values

The corner-stone of everything we do at Juniper Hill are our school values of kindness, enjoyment and achievement, these values are demonstrated through our teaching of music in the following ways:

Kindness Music lessons give children valuable experiences in performing in front of their peers and also giving feedback on other people's work. This fosters an environment where children support each other's efforts and are kind towards each other.

Enjoyment Children enjoy music as there are multiple aspects to the subject which can interest them in different ways. Whether the children most enjoy performing, composing or listening to music, there are opportunities for all children to have fun while developing their skills.

Achievement Children feel a sense of achievement when they perform in front of members of the school community and receive positive, supportive feedback. Children also feel a sense of achievement when they master new musical skills.

Curriculum

The units we cover in music at Juniper Hill School are based on the 2014 National Curriculum which sets out the programme of study for each stage of the children's education. Juniper uses a variety of resources from suppliers including Ocarina Workshop, Charanga and Music Express, as well as our own bespoke music units written by our specialist teacher. We ensure full coverage of the curriculum from reception to year 6.

Aims

When teaching music at Juniper Hill we aim to:

- 🔔 Ensure that children develop a love of music through performing and composing using instruments and voices, through listening to their peers' music making, and through listening to live and recorded music.
- 🔔 Provide children with a solid understanding of music on which they can build and develop their practical skills.
- 🔔 Give children who want to further develop their musical education through instrumental tuition the opportunity to do so.

Teaching and Learning

The teaching of music begins at Juniper Hill in EYFS where children are introduced to the basic elements of performing, improvising, composing and listening to music. Children listen to and repeat songs and also begin to understand rhythm and pulse. Children use their voices and untuned percussion instruments.

In Key Stage 1 children build on their musical understanding using their voices, glockenspiels and untuned percussion instruments. They will also begin creating their own musical performances, through either composition or improvisation, as well as performing known music and songs. Musical terms, such as rhythm, pulse and pitch, are reinforced at this point to develop children's understanding of key musical vocabulary.

In Key Stage 2, children use a broader range of musical terminology in their lessons, introducing terms such as timbre and texture. Another aspect of music introduced during Key Stage 2 is musical notation, where children learn to use and understand simple musical notation. In Key Stage 2, children continue to play the glockenspiel and also have the opportunity to learn to play the ocarina in years 4, 5 and 6.

Throughout their time at Juniper Hill, all children engage regularly in singing activities where they have the opportunity to listen to and perform a range of songs and hymns, both traditional and modern.

All children at Juniper Hill have the opportunity to perform in front of an audience at least once every year, in a concert and/or a Christmas play.

All children participate in African drumming lessons each year, for up to six weeks. Yearly revisiting of drumming skills enables children to progress throughout their time at Juniper.

Assessment

Children's work in music is assessed during lesson time in the form of feedback given on their performances. This feedback is then used in the planning of future lessons to ensure that key knowledge and skills are reinforced. Half-termly TAFs are completed for every class in years 1-6 and this data is inputted into Insight for tracking.

Resources, Trips and Visitors

The school has a music room in which most instruments are stored when not in use. There is a full class set of djembe drums and glockenspiels, alongside a variety of percussion instruments and some orchestral instruments.






The children have enjoyed a number of optional music trips, including trips to sing at the Royal Albert Hall, the Wycombe Swan, and a variety of Christmas events in the local community.

There are a number of visiting peripatetic music teachers who teach children to play instruments such as guitar, ukulele, drums and piano.

The children have enjoyed visits from professional musicians, for example the New Mozart Orchestra.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

-  More able pupils
-  Pupils with low prior attainment
-  Pupils from disadvantaged backgrounds
-  Pupils with SEN
-  Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study music and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Music lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part.

Monitoring Arrangements

The subject leader will monitor the way music is taught throughout the school by various methods including reviewing planning, learning walks and pupil voice forums. This ensures that coverage within units is complete and also that assessment arrangements across the school are consistent.

Roles and Responsibilities

The Subject Leader

It is the role of the music subject leader to ensure that there is a continual drive to raise standards in the teaching and learning of music. This is carried out in a number of ways:

1. Monitoring the teaching and learning of music and to ensure that children are progressing in their understanding of the subject during their journey through the school.
2. Reviewing and adapting the school's music curriculum coverage.
3. Maintaining and developing a rich and varied range of resources (update the Budget Bid annually).
4. Identifying and attending INSET/ courses including regular updating on subject knowledge and providing staff with appropriate feedback.
5. Providing guidance and support to all members of staff, and generally promoting music within the school.
6. Enable staff to provide enriching learning experiences for pupils such as visits and school trips.
7. Writing, implementing, monitoring and evaluation of the annual statutory music development plan.

The Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Headteacher




The headteacher is responsible for ensuring that this policy is adhered to.

The Governors

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

Links with other policies

This policy links to the following policies and procedures:

-  Assessment Policy
-  SEN Policy and Information Report
-  Equality Information and Objectives

This policy will be reviewed by the headteacher and shared with the full governing board.