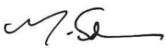


Ireby Church of England Primary School

Music

Signed by:

_____  _____ Head Teacher

Date: 21st September 2026

Next review date: September 2028 or sooner if required

School Governance:

Responsibility of the school leadership

Music

“Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the outside world. The teaching of music develops the pupil's ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individually and communal, developing a sense of group identity and togetherness. It increases self-discipline and creativity, aesthetic sensitivity and fulfilment.” **(National Curriculum for England music document published by the DFE).**

Christian Vision: ‘Created to do Good’ Ephesians 2:10

At Ireby, we are dedicated to creating a loving community for all, where all are celebrated as unique individuals and where passions and talents can flourish. We learn how God teaches us how to live our lives, how to grow relationships, accept others and use the words and example of Jesus as a foundation for all our learning. Our music curriculum supports our vision by providing our children with a high-quality music education which engages and inspires them to develop a life-long love of music, increases their self-confidence, creativity, and imagination, and provides opportunities for self-expression and a sense of personal achievement. Modelled on the National Curriculum, we offer opportunities for children's passions and talents to flourish in all aspects of music including composition, singing and appreciation.

INTENT

This section outlines the overall curriculum plan, including its structure, sequencing and the specific knowledge and skills students are expected to acquire.

Curriculum aims

Our curriculum is designed to help pupils recognise themselves as musical and to nurture a lifelong love of music. It develops the skills, knowledge, and understanding needed to become confident performers, composers, and listeners. The curriculum introduces pupils to music from across the world, encouraging respect and appreciation for the music of all traditions and communities.

Pupils build musical skills through singing, playing tuned and untuned instruments, improvising, composing and listening and responding to music. They develop an understanding of the historical and cultural context of the music they encounter and learn how music can be notated.

Our curriculum also supports the development of transferable skills, including teamwork, leadership, creative thinking, problem-solving, decision-making and presentation and performance abilities. These skills are integral to pupils' development as learners and have wide application in their lives beyond school.

Statutory and non-statutory guidance

National curriculum

Our curriculum fulfils the statutory requirements for Music outlined in the National curriculum (2014).

Ofsted research review

Our curriculum is based on principles outlined in [Ofsted's Music research review](#).

New research and developments

Our music curriculum is continually evaluated and refined through regular curriculum reviews, internal audits and feedback from subscribing schools.

Updates are informed by the latest subject-specific research, changes to National curriculum guidance and developments in pedagogy. This ensures the curriculum remains current, effective and relevant.

Curriculum balance

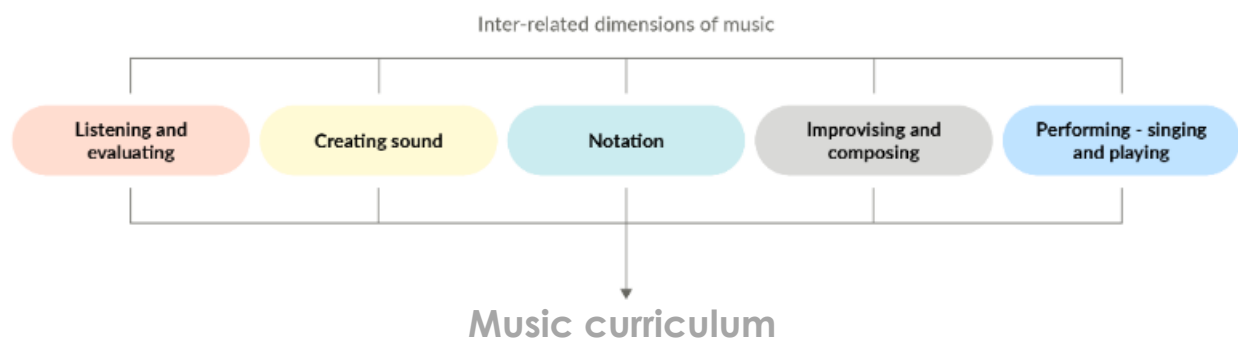
The five strands

The National curriculum organises the attainment targets for Music under:

- Listening and evaluating.
- Creating sound.
- Notation.
- Improvising and composing.
- Performing – singing and playing.

Accordingly, our music curriculum has been structured with these strands running through each unit.

The strands ensure balanced coverage of the different areas of Music and that both substantive and disciplinary aspects are covered.



Progression

The music progression of skills and knowledge provides an overview of the skills and knowledge covered in each phase and strand. It also outlines how these skills are developed to enable pupils to reach the end-of-key-stage outcomes outlined in the National curriculum.

Spiral curriculum



Our curriculum has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical** – pupils return to the key knowledge and skills again and again during their time in primary school.
- **Increasing depth** – each time a skill is revisited, it is covered with greater complexity.
- **Prior knowledge** – pupils build upon previous foundations rather than starting again.

Experiential learning

At the heart of our music curriculum is the development of pupils' tacit knowledge — the intuitive musical understanding that comes from rich, varied experiences rather than direct instruction alone.

Types of knowledge

Knowledge is defined differently depending on the subject in question. The music research review states that pupils learn in music by acquiring three types of knowledge:

- Tacit knowledge
- Procedural knowledge
- Declarative knowledge

Declarative knowledge ('knowing that')

This is the factual information and concepts pupils learn that can be clearly stated or 'declared'. It includes:

- Being able to name musical instruments and their characteristics.
- Understanding musical terminology, such as pitch, tempo, rhythm, etc.
- Naming symbols used in musical notation and what they represent.
- Knowing about musical styles and genres and their cultural and historical background.
- Knowing about significant figures in music.

This type of knowledge is most often developed in the 'Listening and evaluating and 'Notation' strands.

Procedural knowledge ('knowing how')

Playing music is a skill; to be able to competently perform that skill, musicians undoubtedly have many elements of procedural knowledge, including:

- How to hold the instrument correctly.
- How to produce different sounds with the instrument.

- How to read the notation in front of them.
- How to play a melody in time.

There is a crossover between tacit and procedural knowledge. While some procedural knowledge may be acquired instinctively, it may also require refinement. Our music curriculum specifies when this knowledge will be explicitly taught to pupils.

Procedural knowledge is most often developed in the 'Creating sound,' 'Improvising and Composing' and 'Performing' strands.

Tacit knowledge ('knowing intuitively')

Much of the knowledge gained in music learning is gained through experience with music and informal listening, not through direct instruction. Tacit knowledge can be both substantive and disciplinary and includes:

- Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music.
- Learning how to hold instruments through hands-on experience.
- Understanding pitch and tone in singing through practice and imitation.
- Instinctively move to music, showing an understanding of rhythm and expression through their bodies.
- Understanding that music can evoke feelings by listening and reacting to different types of music.

In our music curriculum, pupils have many opportunities to develop this tacit knowledge. In EYFS (Reception) and KS1, pupils are encouraged to explore instruments, sound and emotions. As they develop musically, this tacit knowledge is refined with more explicit instruction.

Tacit knowledge is most often developed in the 'Listening and evaluating,' 'Creating sound' and 'Improvising and composing' strands, where pupils develop an intuitive understanding of music.

Wider Skills and Knowledge

Oracy

Lessons in music provide rich opportunities for developing oracy, particularly through singing, group performance and musical discussion.

Pupils learn to control their voice, adjusting pitch, dynamics and tone to sing expressively and clearly; an essential foundation for confident spoken communication.

Pupils are encouraged to think aloud, question and reflect on what they hear and create. Through activities such as evaluating performances, discussing musical choices and exploring the meaning behind lyrics or compositions, they develop their ability to articulate opinions, justify decisions and engage in collaborative dialogue.

Critical thinking

Pupils analyse musical elements, compare different genres and traditions, and evaluate performances and compositions.

This helps them to question assumptions, develop musical judgement and form reasoned responses to a wide range of musical experiences.

Personal development in music

SMSC

Our music curriculum supports spiritual, moral, social and cultural development by encouraging pupils to:

- Explore different perspectives.
- Reflect on ethical issues.
- Collaborate with others.
- Appreciate cultural diversity through subject-specific content.

British values

Lessons promote British values (democracy, the rule of law, individual liberty, mutual respect and tolerance) by incorporating activities that encourage debate, respect for differing opinions and an understanding of societal structures.

Cultural capital

Our music curriculum broadens pupils' experiences by introducing them to influential musicians, musical traditions from around the world, and the historical and cultural contexts of different genres.

This ensures they gain the knowledge and skills needed to engage meaningfully with music in society.

Transition from EYFS to KS 1

Continuity of learning

Our music curriculum aligns with the statutory EYFS guidance.

Key themes and skills introduced in EYFS are revisited and developed further in KS1, ensuring continuity and progression.

This transition is aided by the continuity of learning created by the curriculum strands, which run from EYFS to Year 6. Subject leaders can pinpoint how knowledge develops in EYFS and how this creates the foundation for their KS1 learning.

Building on early experiences

Lessons build on curiosity, exploration and discussion, which are central to EYFS learning. As pupils move into Year 1, more structured activities are gradually introduced.

In KS1, oracy, questioning and storytelling help pupils transition from informal to more formal subject-based learning.

Development of key skills

Our music curriculum supports the progressive development of skills, such as observation, reasoning and problem-solving, which are introduced in EYFS and strengthened in KS1.

Adaptive teaching strategies ensure all learners are supported as they transition to more formal learning approaches.

Cross-curricular links

Our curriculum aligns with EYFS Early Learning Goals, making links with communication and language, understanding the world and expressive arts to create a smooth transition.

It promotes independence and confidence, supporting pupils as they adapt to the expectations of KS1 learning.

Inclusion and diversity

Our music curriculum has been designed to represent a range of cultures, backgrounds and races.

Our curriculum's visual representation, supported by Kapow, is inclusive and representative of a variety of people and places, challenging stereotypes or historical ideologies.

Within sensitive units, questions have been included to support pupils lived experiences and backgrounds.

Where appropriate, colonial choices and their impact on musical issues are explored.

Our music curriculum supports pupils in appreciating the complexity of people's lives, the diversity of societies and the relationships between different groups.

IMPLEMENTATION

This section outlines how our music curriculum is taught in the classroom – including teaching strategies, learning activities and the use of resources.

Timetabling and structure

At Ireby, music is timetabled for 1 hour per week in both KS 1 and KS 2 in order to meet the needs of the National Curriculum and the recommendations outlined in the [Model Music Curriculum](#).

Pupils in Key Stage 2 are taught as a class.

CPD

Our curriculum, supported by Kapow Primary, supports teachers in delivering the music curriculum effectively through clear and informative CPD videos.

These videos are designed to help teachers feel confident in their role by providing guidance on key concepts, teaching strategies and best practices.

Kapow Primary also offers music education webinars throughout the academic year, such as 'Modelling in music' and 'What does assessment in music look like?' Previously held webinars are also available to view on demand.

Music Long term plan

		Autumn Term		Spring Term		Summer Term	
CYCLE A	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	People who are special to me and people who help us	Frozen Planet	Space	Transport through the ages	Africa	Growing and changing
	KS1	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Pitch and tempo (Theme: Superheroes)	Musical me	On this island: British songs and sounds	Orchestral instruments (Theme: Traditional western stories)
	KS2	Instrumental lessons unit: South Africa*	Developing singing technique (Theme: Vikings)	Body and tuned percussion (Theme: Rainforests)	Easter Production	Jazz	Composition to represent the festival of colour (Theme: Holi festival)
CYCLE B	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	All About Me	Castles, Knights and Dragons	All Around the World	Minibeasts	Seaside and Pirates	Farming and Growing
	KS1	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	African call and response song (Theme: Animals)	Vocal and body sounds (Theme: By the sea)	Dynamics, timbre, tempo and motifs (Theme: Space)	Myths and legends
	KS2	Looping and remixing	Rock and Roll	Ballads	Easter Production	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)

CYCLE C	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	People who are special to me and people who help us	Frozen Planet	Space	Transport through the ages	Africa	Growing and changing
	KS1	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Pitch and tempo (Theme: Superheroes)	Musical me	On this island: British songs and sounds	Orchestral instruments (Theme: Traditional western stories)
	KS2	Film Music	Composition notation (Theme: Ancient Egypt)	Instrumental lessons unit: Caribbean*	Easter Production	Songs of World War 2	Adapting and transposing motifs (Theme: Romans)
CYCLE D	EYFS Topics (see EYFS LTP for links to Music EAD outcomes)	All About Me	Castles, Knights and Dragons	All Around the World	Minibeasts	Seaside and Pirates	Farming and Growing
	KS1	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	African call and response song (Theme: Animals)	Vocal and body sounds (Theme: By the sea)	Dynamics, timbre, tempo and motifs (Theme: Space)	Myths and legends
	KS2	Creating a composition in response to an animation (Theme: Mountains)	Blues	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Easter Production	South and West Africa	Samba and carnival sounds and instruments (Theme: South America)

Unit Structure

Our music curriculum is structured up to seven carefully sequenced lessons series of units designed to support the building of skills and knowledge across the unit.

Lessons



Lesson 1: Dragon dance

✓ To learn about the music used to celebrate the Chinese New Year festival.

[Get started >](#)



Lesson 2: Pentatonic scale

✓ To play a pentatonic melody on a tuned percussion instrument.

[Get started >](#)



Lesson 3: Letter notation

✓ To write and perform a pentatonic melody.

Key skills

- ✓ Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- ✓ Understanding that music from different parts of the world, and different times, has different features.
- ✓ Recognising and explaining the changes within a piece of music using musical vocabulary.
- ✓ Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.
- ✓ Beginning to show an awareness of metre.
- ✓ Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- ✓ Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- ✓ Using letter notation and symbols.

[Show all](#)

Lesson structure

Recap and recall

Each lesson begins with a short activity revisiting prior learning. This helps reinforce key knowledge, activate long-term memory and create connections between past and new learning.

Recap and recall activities are varied to keep the start of the lesson engaging and fun while still supporting active recall.

Attention grabber

A short, engaging activity designed to hook pupils into the new learning in the lesson.

This could be a thought-provoking question, a quick investigation or an interactive discussion to spark curiosity and enthusiasm for the topic.

Main event

The core part of the lesson, where pupils engage in activities that develop their understanding of the learning objective.

This includes a mixture of teacher modelling, guided practice and independent or collaborative tasks tailored to support all learners.

Wrapping up

A final reflective activity that consolidates learning.

This could involve reviewing the success criteria, discussing key learning or applying knowledge in a different context to assess understanding and encourage deeper thinking.

SEND

Our music curriculum is designed to be fully adaptable for pupils with SEND.

Pupils learn in a variety of ways. As such, our lessons include a range of strategies to support and challenge every pupil, such as:

- **Scaffolding** – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- Multi-sensory approaches – lessons incorporate different elements to engage all learners.
- Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, our curriculum ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Knowledge retention

Spiral curriculum



Our music curriculum incorporates a spiral curriculum model, ensuring that pupils revisit and develop their understanding of key themes and concepts as they progress. This approach allows them to make meaningful connections, reinforce their learning and achieve mastery over time.

- Revisiting key concepts – pupils encounter the same ideas multiple times throughout their education, with each revisit adding more complexity.
- Progressive depth – concepts are not just repeated but expanded upon, helping pupils to make connections and develop a richer understanding over time.
- Knowledge retention – regular exposure to key ideas strengthens memory and prevents knowledge from being forgotten.
- Skill development – pupils refine and apply their skills in different contexts, improving their ability to think critically and solve problems.
- Adaptive learning – by building on prior knowledge, the curriculum meets pupils at their current level and supports all learners, including those who need extra reinforcement and those who are ready for greater challenges.

Knowledge organisers

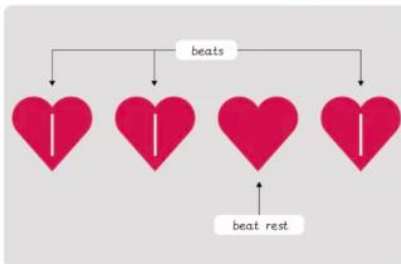
Knowledge organisers are a structured document designed to support pupils' learning by clearly outlining the key knowledge, vocabulary and concepts covered in a unit of work.

It serves as a reference tool for both teachers and pupils, helping to consolidate learning and support knowledge retention and can be found in pupils' books at the start of every unit taught. Teachers refer to them throughout the units.

- **Essential knowledge at a glance** – summarises the most important facts, concepts and skills that pupils need to learn for a particular unit.
- **Key vocabulary** – provides a list of subject-specific terms with definitions to develop pupils' language and understanding.
- **Clear and visual layout** – organised in a way that makes information easy to digest and revisit, often using diagrams, timelines or key images.
- **Support for retrieval practice** – helps pupils engage in self-assessment, recall activities and revision, reinforcing long-term memory.
- **Teacher and pupil-friendly** – acts as a quick reference for teachers when planning lessons and an accessible learning aid for pupils to develop independence in their studies.

Year 4 - Musical layers

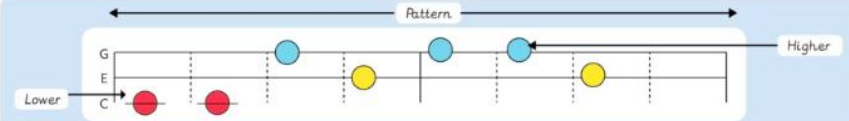
beat	The heartbeat of the music.
dynamics	The volume of the music (loud or quiet).
pattern	Any regularly repeated arrangement.
loud	A lot of sound.
quiet	Very little sound.
rhythm	A pattern of long and short notes.
layers	Two or more parts.
one beat	Sound or symbol that lasts for one beat.
one beat rest	No sound that lasts for one beat.
higher	Near or at the top of the range of sounds.
lower	Near or at the bottom of the range of sounds.



Part 1 |       

Part 2 |       

Pattern



Recap and recall

- **Activates prior knowledge** – helps pupils make connections between new and existing learning, reducing cognitive overload.
- **Strengthens memory pathways** – retrieval practice has been shown to improve retention more effectively than passive review.
- **Identifies gaps in understanding** – teachers can quickly assess what pupils remember and address misconceptions before introducing new content.
- **Builds confidence** – regular recall activities reassure pupils that they can remember key concepts, improving engagement and motivation.
- **Promotes spaced learning** – revisiting prior learning at regular intervals supports long-term retention, rather than cramming information in a single lesson.

Assessment during the lesson

Formative assessment is embedded throughout our music lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – Lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – Teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.

- **Discussion and peer interaction** – Pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – Plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – Recap activities, such as short recall tasks and oral explanations, are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – Success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – Lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Cross-curricular

Our curriculum supports cross-curricular learning by making clear connections between subjects, helping pupils develop a broader understanding of key concepts and skills.

Cross-curricular links are explicitly highlighted: each unit includes identified cross-curricular connections, detailed in the unit and long-term plans. These allow teachers to integrate learning across different subjects.

In addition, each lesson has a cross-curricular links section showing the links to the National Curriculum in subjects other than Music.

IMPACT

This section outlines how our music curriculum checks what pupils know, understand and are able to do.

Assessment

Formative

Our music lessons include ongoing assessment opportunities, such as questioning, retrieval practice and interactive activities.

These enable teachers to assess understanding in real time and adapt their teaching accordingly.

Summative

An assessment quiz is completed at the start and end of each unit which allows teachers to measure pupils' understanding at key points.

This tool helps gauge how well pupils have retained key knowledge and skills over time.

Evidencing progress

Written outcomes

Pupils demonstrate their learning and provide tangible evidence of progress through a variety of activities, including structured written work, annotated diagrams and creative responses.

Pupil voice

Lessons encourage discussion, reflection and verbal explanations.

This allows teachers to capture pupils' understanding through questioning, class discussions and recorded responses, supporting a broader view of progress beyond written work.

Assessment spreadsheet

Our assessment spreadsheet helps to track pupils' music attainment over time.

This tool allows teachers to record progress against learning objectives and assessment statements, making it easier to monitor development and identify areas for support.

End Points

Our music curriculum supports every child to, as a minimum, reach a required 'end point' by the end of each Key Stage. These 'end points' reflect both the requirements of the National Curriculum 2014, and the needs of the children in our school context.

End points for the end of Key Stage 1:

Perform	
	Take part in singing, accurately following a melody.
	Follow instructions on how and when to sing or play an instrument.
	Make and control long and short sounds, using voice and instruments.
	Imitate changes in pitch.
Compose	
	Create a sequence of long and short sounds.
	Clap rhythms.
	Create a mixture of different sounds (long and short, loud and quiet, high and low).
	Choose sounds to create an effect.
	Sequence sounds to create an overall effect.
	Create short, musical patterns.
	Create short, rhythmic phrases.
Transcribe	
	Use symbols to represent a composition and use them to help with a performance.
Describe music	
	Identify the beat of a tune.
	Recognise changes in timbre, dynamics and pitch.

End Points for the end of lower Key Stage 2:

Perform	
	Sing from memory with accurate pitch.
	Sing in tune.
	Maintain a simple part within a group.
	Pronounce words within a song clearly.
	Show control of voice.
	Play notes on an instrument with care so that they are clear.

	Perform with control and awareness of others.
Compose	
	Compose and perform melodic songs.
	Use sound to create abstract effects.
	Create repeated patterns with a range of instruments.
	Create accompaniments for tunes.
	Use drones as accompaniments.
	Choose, order, combine and control sounds to create an effect.
	Use digital technologies to compose pieces of music.
Transcribe	
	Devise non-standard symbols to indicate when to play and rest.
	Recognise the notes EGBDF and FACE on the musical stave.
	Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
Describe music	
	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
	Evaluate music using musical vocabulary to identify areas of likes and dislikes.
	Understand layers of sounds and discuss their effect on mood and feelings.

End Points by Upper Key Stage 2

Perform	
	Sing or play from memory with confidence.
	Perform solos or as part of an ensemble.
	Sing or play expressively and in tune.
	Hold a part within a round.
	Sing a harmony part confidently and accurately.
	Sustain a drone or a melodic ostinato to accompany singing.
	Perform with controlled breathing (voice) and skilful playing (instrument).
Compose	
	Create songs with verses and a chorus.
	Create rhythmic patterns with an awareness of timbre and duration.
	Combine a variety of musical devices, including melody, rhythm and chords.
	Thoughtfully select elements for a piece in order to gain a defined effect.
	Use drones and melodic ostinati (based on the pentatonic scale).
	Convey the relationship between the lyrics and the melody.
	Use digital technologies to compose, edit and refine pieces of music.
Transcribe	
	Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.

	Read and create notes on the musical stave.
	Understand the purpose of the treble and bass clefs and use them in transcribing compositions.
	Understand and use the # (sharp) and ♭ (flat) symbols.
	Use and understand simple time signatures.
Describe music	
	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.
	• Describe how lyrics often reflect the cultural context of music and have social meaning.

Other musical opportunities

At Ireby Primary School, music goes well beyond the classroom as we work collaboratively in year groups to produce an end product for Key events throughout the year such as Harvest, a Nativity (EYFS and Key Stage 1) at Christmas, an Easter production (Key Stage 2) and a end of year leavers celebration.

The school has a choir that sings in community events and at significant religious festivals throughout the year. They practice together on a weekly basis, led by an experienced member of staff.

Children also have the opportunity to learn a musical instrument. Every Monday we have a highly talented violinist teacher teaching our children on a 1-1 basis – this teacher also works at our local feeder school and will follow our children's journey through. We also have children being taught the cello – again through an experienced cellist. Children are then brought together as an orchestra who perform with other schools and at our religious festivals.

In addition to cultivating a love of performance and an ability to play a range of instruments, children are taught how to experiment with sound and compose their own music through instrumental class ensembles and through the computing curriculum where they experiment with synthesised sounds and compositions.

Implementation will be in-line with our [curriculum intent, implementation and impact policy](#).

Monitoring and Evaluation of Effectiveness of this Policy

The headteacher and music subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our headteacher and music leader will sample music lessons during the year
Pupil voice	Samples on music during year
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on our music spreadsheet for evaluation by the subject leader

The Role of Governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's music policy so that we can take account of new initiatives and research, developments in technology or any changes in the music curriculum. We will therefore review this policy every three years or sooner if required.