

# Unlocking the Potential for Everyone to Flourish in the love of Christ.

‘But I am like an olive tree flourishing in the house of God.’ Psalm 52:8



## Music Policy

September 2025

## Rationale

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and cultivate their talent as musicians. It should increase their self-confidence, creativity and sense of achievement. Music has a rare ability to bring people together and connect both with each other and the wider world. As pupils progress, they should develop a critical engagement with music, allowing them to compose, perform and appreciate music in many different forms and genres. Music is the soundtrack to our school and can feed the soul of a community.

## Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Subject content

### **Key stage 1**

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 inter-related dimensions of music.

### **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical

- instruments with increasing accuracy, fluency, control and expression · improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

### **EYFS**

In the Early Years Foundation Stage, children will follow The Early Learning goals for Music learning, where their individual appreciation and understanding of music is fostered. Experiences of sharing music with others through singing, music making and listening to music should form the basis of early music learning. Children should sing new and familiar (simple) songs and rhymes in groups of different sizes, make and explore percussion instruments, listen to others singing and to music which is recorded. The class has a wide collection of activities/songs/instruments.

### **Teaching and Learning**

At St Peter's Primary School, we make music an enjoyable and stimulating learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all learners. We are a proud 'singing federation' and realise the importance of singing together regularly. We also provide opportunity for children to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music collaboratively, to understand musical notation, and to compose pieces. We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We also however, appreciate the importance of fostering creativity and aim to ensure

### **Spiritual, moral, social and cultural development**

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at the St Peter's Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

### **Children with additional needs**

We ensure that the music curriculum is accessible to all learners, regardless of their existing ability, educational need and prior learning experience. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our

music teaching, we provide learning opportunities that enable all pupils to make good progress.

### ASSESSMENT

Pupil's experiences, progress and achievements are continually assessed throughout their time in school. Both formative and summative assessment is recorded and data is used to create subsequent plans and also forms part of the annual report to parents.

### MONITORING

Curriculum preparation and planning is reviewed and evaluated at regular intervals. Evaluation is focused precisely and accurately. Class teachers are responsible for monitoring and evaluating the planning, delivery and pupil learning in music. Specialist teachers and music lead works closely with teachers to ensure consistent standard and effective approach.