Music Policy

Intent

At Primet Primary School, we aspire for all pupils to become confident, creative and expressive musicians who develop a lifelong love of music. Through our values of **Aspire, Respect and Together**, pupils are encouraged to develop their musical talents, appreciate diverse musical traditions and collaborate through shared musical experiences.

Our music curriculum provides opportunities for pupils to perform, compose, listen and respond to music from a wide range of cultures, genres and historical periods. Through practical and engaging experiences, pupils develop musical knowledge, skills and confidence while fostering creativity, resilience and self-expression.

Aims and Principles

Music at Primet Primary School is designed to develop pupils' enjoyment, understanding and appreciation of music while building the knowledge and skills outlined in the National Curriculum.

We aim for all pupils to:

• Perform, listen to, review and evaluate music from a range of historical periods, genres, styles and traditions.

• Develop confidence in singing, playing instruments and performing both individually and as part of a group.

• Compose, improvise and create music using their voices, instruments and technology.

• Develop an understanding of how music is created, produced and communicated through the interrelated dimensions of music.

• Learn and apply musical vocabulary to discuss, analyse and evaluate music.

• Develop an appreciation of diverse musical cultures and traditions.

• Build creativity, resilience, collaboration and self-expression through musical experiences.

• Develop the knowledge and skills needed to continue their musical learning beyond primary school.

Oracy

Oracy is an integral part of music learning. Pupils develop confidence in speaking, listening and performing through singing, discussion, composition and evaluation activities. They are encouraged to use appropriate musical vocabulary to express opinions, explain their thinking, respond to others and evaluate musical performances with increasing accuracy and confidence.

Procedures and Practice

Music is taught through a progressive curriculum from EYFS to Year 6. The school follows the Sing Up Music programme, which is aligned to the Model Music Curriculum and National Curriculum expectations. Pupils develop their knowledge and skills through singing, listening, composing, improvising and performing.

All pupils have opportunities to use musical instruments as part of their curriculum learning. In Key Stage 2, pupils develop instrumental skills through recorder teaching and learn to understand and apply musical notation. Music lessons provide opportunities for individual creativity, collaborative learning and performance.

Learning is adapted to ensure all pupils, including those with SEND, EAL and disadvantaged pupils, can access and succeed in music. A range of resources, technologies and practical experiences are used to support engagement and progression.

Roles and Responsibilities

The Music Subject Leader works alongside the Senior Leadership Team to ensure high-quality teaching and learning across the school. This includes supporting curriculum development, monitoring standards, providing guidance and resources for staff, and identifying priorities for improvement.

The Subject Leader monitors the quality of music through activities such as reviewing planning, pupil work, assessment information and pupil voice. Findings are used to inform curriculum development, staff training and action planning.

Assessment

Assessment is ongoing and informs future teaching and learning. Teachers assess pupils' musical knowledge, skills and understanding through observation, discussion, practical performance, composition activities and listening tasks.

Assessment considers pupils' ability to perform, compose, listen, evaluate and apply musical knowledge and vocabulary. Outcomes are recorded and monitored in line with the school's assessment procedures.

Monitoring and Evaluation

The quality of music is monitored through a range of activities, including lesson visits, pupil voice, curriculum review and assessment analysis. Monitoring outcomes are used to evaluate the effectiveness of the curriculum and identify priorities for further development.

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