



Trinity St. Peter's

Church of England Primary School

where children shine

Music Curriculum Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

Music Vision Statement:

At Trinity St. Peter's, we believe that music is a universal language and one of the highest forms of creativity. Our music curriculum is designed to engage and inspire pupils, fostering a lifelong love of music while developing their talents as musicians. Through high-quality teaching, pupils grow in self-confidence, creativity and achievement.

As pupils progress, they develop a critical understanding of music, enabling them to compose, perform and listen with increasing discrimination and appreciation of a wide range of musical styles. Music at Trinity St. Peter's empowers pupils to become confident and inspired musicians who can think creatively and apply their skills in both individual and collaborative contexts.

Intent

The purpose of our Music curriculum is to equip every child with the knowledge, skills and confidence they need to thrive as musicians and creative individuals.

We implement the National Curriculum to deliver a high-quality, engaging curriculum that inspires pupils to develop a lifelong love of music. From the Early Years through to Year 6, pupils experience a progressive journey in which they explore, perform, compose and evaluate music. They begin by experimenting with sounds and expressing ideas creatively, before developing increasing control, accuracy and understanding in singing, playing instruments and creating their own compositions.

Our curriculum is designed to build a secure understanding of the inter-related dimensions of music, alongside developing pupils' ability to listen critically, reflect on their work and appreciate a wide range of musical styles, traditions and historical periods. Pupils learn to perform both individually and collaboratively, applying their skills with confidence and expression.

We aim to foster key learning behaviours for later life, including creativity, resilience, collaboration and critical thinking. Pupils are encouraged to take risks, experiment with ideas and refine their work in response to feedback, enabling them to grow as independent and reflective learners. Through this, they are well prepared for the next stage of their education and for meaningful participation in the wider world.

The curriculum is carefully structured using a progressive scheme (Get Set 4 Music) to ensure that pupils build on prior learning and achieve clearly defined end points.

Implementation

The Music curriculum at Trinity St. Peter's is implemented through a structured and progressive approach, ensuring all pupils receive a high-quality and engaging musical education.

From Foundation Stage through to Key Stage 2, teaching is supported by the Get Set 4 Music scheme, which provides clear planning, resources and progressive objectives. Music is taught weekly across the school to ensure full coverage of the Development Matters framework in the Early Years and the National Curriculum in Key Stage 1 and Key Stage 2.

Music is further enriched through the support of Sefton Music Service, who provide structured instrumental lessons, performances and wider musical opportunities for pupils from Year 2 to Year 6. A curriculum overview ensures that these experiences are carefully planned and aligned with pupils' learning. In addition, pupils benefit from regular opportunities to develop their vocal skills through weekly Sing and

Praise sessions and specialist vocal coaching delivered in partnership with Formby High School.

Opportunities to apply musical skills extend beyond discrete lessons, with music woven throughout the wider curriculum where appropriate. Pupils also have access to a range of resources to support independent learning and creativity, including digital tools such as GarageBand and outdoor musical instruments in the Early Years.

Teaching is underpinned by the school's 4C questioning model, which promotes ambitious learning and challenges pupils' thinking. Through this approach, all pupils experience a broad, balanced and high-quality Music curriculum that enables them to develop their performance and composition skills, listen and appraise music critically, and build confidence in expressing themselves creatively.

In addition to this curriculum, we teach Music through the school's core values:

Service – Hope – Imagine – Nurture – Enjoy

Service

With Christ at the centre, Music is more than a subject; it is a powerful form of expression and communication that reflects creativity and shared human experience. Created in His image, we are encouraged to express ourselves, collaborate with others and use music to contribute positively to our communities. Our Music curriculum enables pupils to develop confidence in performance, share their talents and appreciate the diversity of musical traditions. Through singing, instrumental work and performance opportunities, pupils learn how music can bring people together and serve a wider purpose.

Hope

Learning in Music encourages pupils to embrace challenge, persevere and grow in confidence. As they develop skills in singing, playing and composing, pupils learn that progress comes through practice, resilience and reflection. Our Music curriculum supports a growth mindset, where mistakes are valued as part of the learning process. Through regular opportunities to perform and refine their work, pupils build self-belief and understand that effort leads to improvement and success.

Imagine

Our Music curriculum inspires creativity and curiosity. Pupils are encouraged to experiment with sounds, explore musical ideas and create their own compositions using voices, instruments and digital technology. Through exposure to a wide range of musical styles, cultures and traditions, pupils are inspired to think imaginatively and develop their own musical identity. They begin to see themselves as musicians, performers and creators.

Nurture

Music provides a safe and inclusive environment where all pupils can express themselves and feel valued. Through collaborative activities such as ensemble

work, singing and shared performances, pupils develop social skills, empathy and confidence. Music supports emotional wellbeing and allows pupils to communicate thoughts and feelings in a creative way. The curriculum nurtures each child's development, encouraging participation, independence and a sense of belonging.

Enjoy

We want all pupils to experience the joy of Music. Through engaging, practical and purposeful lessons, pupils develop a love of singing, playing and listening to music. Opportunities such as Sing and Praise sessions, instrumental lessons and performance experiences enrich the curriculum and help pupils take pride in their achievements. Pupils are encouraged to appreciate music in a variety of forms and find enjoyment in both the creative process and the outcomes they produce.

We support children in becoming happy, confident individuals who feel safe, included and able to express themselves. In summary, guided by British and Christian values, pupils are encouraged to be respectful, reflective and creative citizens. Through meaningful musical experiences, we raise aspirations, broaden cultural understanding and inspire pupils to see themselves as active participants in a diverse and ever-evolving musical world.

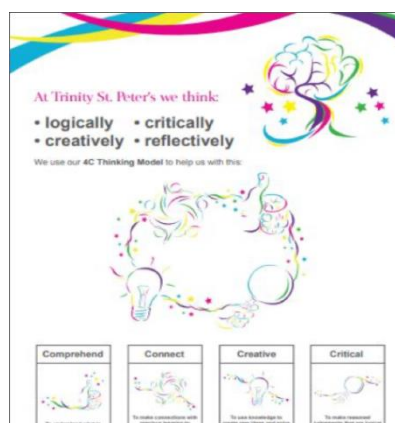
4C Thinking Model

We also embed the school's 4C Thinking Model into all Music lessons.

The 4C Thinking Model (Comprehend, Connect, Creative, Critical) underpins all teaching and learning in Music, supporting pupils to develop a deeper understanding of musical concepts and skills. Pupils are encouraged to comprehend new learning, connect it to prior knowledge and experiences, and apply this understanding through performance, composition and listening activities.

Opportunities are carefully planned for pupils to think creatively by exploring and generating musical ideas using voices, instruments and digital tools. They are also guided to think critically by reflecting on, evaluating and refining their performances and compositions.

Thinking Maps are used where appropriate to support pupils in organising their ideas, structuring compositions and developing their understanding of musical elements. This approach ensures that pupils become reflective, independent learners who can confidently articulate their musical thinking and progress.



Vocabulary is VITAL

Valued	We value vocabulary in Music as it underpins pupils' understanding, expression and performance.
Identified	Key musical vocabulary is identified by the subject leader and is explicitly planned for within the Music curriculum.
Taught	Vocabulary is explicitly taught in every Music lesson. Knowledge organisers are used to introduce and support key musical terms, and medium-term plans include the specific language pupils need to understand elements such as rhythm, pitch, dynamics and tempo.
Applied	Once taught, vocabulary is actively applied. Pupils use musical terminology when performing, composing and evaluating music, as well as in discussion and written responses.
Learned	Vocabulary is revisited and embedded over time. Through regular repetition across lessons and year groups, pupils secure musical language in their long-term memory, enabling them to speak confidently and accurately about Music.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

Through an enriched range of practical and creative experiences, our youngest children are introduced to the foundations of Music. Carefully planned musical opportunities enable children to sing a range of well-known nursery rhymes and songs, move in time to music and perform with others, in line with the Early Years Development Matters guidance for Expressive Arts and Design. Children experiment with sounds, rhythms and movement, using voices, instruments and materials to express their own ideas, thoughts and feelings.

High-quality interactions, songs and musical experiences form a central part of our EYFS curriculum. Musical vocabulary is planned for and modelled by adults, supporting children in developing their understanding and confidence when exploring sound and music. This is further enriched through a stimulating environment, where children have access to instruments, outdoor musical resources and opportunities for independent exploration.

The EYFS Music curriculum is carefully sequenced, beginning in Nursery and progressing into Reception, ensuring that children build on prior knowledge and develop key skills over time. Planning is supported by the Get Set 4 Music scheme, which is adapted to meet the needs, interests and fascinations of the children. Content is matched to the Early Learning Goals, ensuring appropriate progression towards expected outcomes.

Teaching is enhanced through the use of the school's 4C Thinking Model, supporting children to explore, develop and reflect on their learning through play and structured activities. Music is taught through a combination of weekly discrete lessons and continuous provision, with meaningful opportunities to apply learning across the wider curriculum.

We are committed to ensuring that all children have full access to Music from the earliest stage. Activities are inclusive and adapted where appropriate to enable every child to participate, succeed and develop confidence as a performer, creator and listener.

Sequence Structure

Music sequence structure	
Phase 1 – Research and Experiment	• Prior Music learning revisited • Introduction to a piece of music or stimulus to inspire learning • Exploration of existing genres, techniques and styles • Learning outcome for the unit shared with children • Knowledge organiser introduced
Phase 2 –	• Medium-term planning to inform lessons • New skills taught through modelling and practical exploration

Plan and Create	• Opportunities for pupils to experiment with techniques • Vocabulary explicitly taught through Knowledge Organiser • Quality First Teaching
Phase 3 – Reflect	• Evaluate final performance or piece of work • Identify strengths and areas for improvement • Reflect on skills, knowledge and process • Share and discuss outcomes with others using vocabulary • Children know more and remember more

Lesson Structure

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

Music lesson structure	
Phase 1 – Recap and Connect	• Recap previous learning and activate prior musical knowledge and skills • Refer to Knowledge Organiser and key musical vocabulary • Introduce and explicitly teach STAR vocabulary • Link to prior learning, musical pieces, styles and significant musicians
Phase 2 – Teach and Create	• Teach new knowledge and techniques through clear modelling (e.g. singing, playing or composing) • Provide opportunities for pupils to generate, develop and refine musical ideas • Engage in practical exploration using voices, instruments and, where appropriate, digital tools • Encourage the use of subject-specific vocabulary in discussion, rehearsal and feedback
Phase 3 – Evaluate and reflect	• Evaluate performances and compositions against success criteria or intended outcomes • Discuss what was effective and identify areas for improvement • Use musical vocabulary to explain choices, ideas and outcomes • Use formative assessment to inform next steps in learning

Oracy in Music

Opportunities for structured talk are embedded throughout Music lessons. Pupils are encouraged to explain their musical ideas, justify their choices when performing and composing, and evaluate outcomes using subject-specific vocabulary. Teachers model and scaffold language through sentence stems such as:

- “I chose this sound because...”
- “This worked well because...”
- “Next time I would improve...”

This approach supports deeper understanding and strengthens pupils' ability to think, reflect and communicate as musicians.

Music Long Term Plan

All our planning is based on our key principles and intent for our curriculum.			
Year Group	Autumn	Spring	Summer
Reception	Journeys Whatever the Weather	Deep Blue Sea Space	Minibeasts Circus
Year 1	Senses Superheroes	Dinosaurs Carnival of the Animals	Fantasy and Adventure At the Seaside
Year 2	Folksongs Great Fire of London	Toys Four Seasons	Jupiter Oceans
Year 3	Drumming Liverpool Cathedral Singing	Drumming Liverpool Cathedral Singing	Drumming Liverpool Cathedral Singing
Year 4	Clarinet Liverpool Cathedral Singing	Clarinet Liverpool Cathedral Singing	Clarinet Liverpool Cathedral Singing
Year 5	Ukulele	Ukulele	Ukulele
Year 6	Ukulele	Ukulele	Ukulele

Progression Documents

Progression documentation from Get Set 4 Music is used to support curriculum sequencing and teacher planning. These documents are accessed through the scheme's online platform.

Skills	Composing Progression Ladder	Knowledge
Improvisation: improvise and refine rhythms and melodic ideas over a drone or chord sequence demonstrating a sense of musical phrase. Improvise melodies using the notes of the chord and passing notes. Notation: combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas. Creative process: identify the strengths and areas for development in a piece and use this to refine work. Use more complex rhythmic notation and pitches over an octave to create melodies, chord sequences and bass lines. Create and structure music with multiple parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres.	Year 6	Improvisation: know that repeating patterns and adding phrasing to improvisations creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline. Notation: know that using rhythmic variety and changes in pitch will help to make my piece sound interesting. Creative process: understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining the inter-related dimensions of music will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music.
Improvisation: improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse. Notation: demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. Creative process: explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Develop rhythmic and melodic ideas of greater length and musical shape with consideration of the inter related dimensions. Compose music with several parts with consideration of harmony to evoke mood.	Year 5	Improvisation: know that improvising ideas first will allow me to create melodies I like. Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion. Notation: know that when recording western notation, the time signature will tell me how many beats to place in each bar. Creative process: know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different.
Improvisation: improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation. Notation: demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation. Creative process: contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale.	Year 4	Improvisation: know that finishing a melodic improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms. Notation: know that a pentatonic scale uses five pitches. Creative process: know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.
Improvisation: improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas. Notation: record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies. Creative process: contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies.	Year 3	Improvisation: know to perform improvisations as 4 beat or 8 beat response to make responses sound complete. Notation: understand that combining rhythm and pitch can create rising and falling melodies. Creative process: know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody.

Assessment in Music

Assessment in Music is ongoing and based on pupils' ability to perform, compose and appraise, alongside their application of musical knowledge and skills. Teachers assess pupils through:

- Observation during practical music-making activities
- Questioning and discussion, including pupil voice
- Listening to performances and compositions
- Photographs, recordings and other evidence of musical outcomes
- Collaboration with specialist music teachers, where appropriate

Assessment takes place at key points:

- Start of unit – identifying prior knowledge, skills and understanding
- During lessons – ongoing observation, questioning and feedback
- End of unit – reflection on performances and compositions and evaluation of outcomes

Assessment information is used to inform future planning and ensure progression across year groups. Teachers record assessment data for each unit, supported by the school's progression ladders, enabling pupils' attainment and progress to be tracked over time.

In EYFS, children are assessed termly using area-specific checkpoints, with Reception pupils also assessed against the Early Learning Goals for Expressive Arts and Design. In Key Stage 1 and Key Stage 2, pupils' attainment is recorded and shared with parents annually, using the categories: working towards the expected standard, working at the expected standard and working at greater depth.

The Music Subject Leader oversees and analyses assessment data using the school's tracking systems to monitor progress, identify trends and ensure appropriate support is in place for all pupils.

Subject Leadership and Monitoring

The Music Subject Leader is responsible for monitoring the quality of teaching and learning across the school. This includes:

- Reviewing planning, curriculum coverage and progression in line with the Get Set 4 Music scheme
- Monitoring recorded evidence of learning, including performances, compositions, photographs and digital outcomes
- Gathering pupil voice to understand engagement, enjoyment and musical understanding
- Tracking attainment and progress using termly assessment data and the school's tracking systems

- Working collaboratively with class teachers, specialist music teachers and external providers to ensure consistency and continuity
- Supporting staff through CPD, guidance and subject-specific support

Monitoring ensures that the Music curriculum is implemented consistently and that all pupils receive a high-quality and progressive Music education.

Policy reviewed: 2025/26

Next review: 2027/28