



St Ambrose Catholic Primary School

Music Policy

2026-2027

Article 28

You have the right to education.

Article 29

You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Approved by:
Headteacher

Date: September 2026

Last reviewed on: September 2026

Next review due
by: September 2027

Intent

At our school, we believe that music is an essential part of a broad, balanced and ambitious curriculum. Music provides every child with opportunities to develop creativity, confidence, self-expression, concentration, collaboration and a lifelong appreciation of music.

The Music curriculum has been designed around the requirements of the National curriculum. For our music curriculum, we have carefully selected a specialist peripatetic Music specialist to teach the skills outlined in the National Curriculum and to support the curriculum needs in the performing and composing strands, ensuring appropriate challenge and progression is provided across the school. Teachers support the peripatetic teacher in lessons.

We provide children with a balance of the three key strands of Music - performance, composition and listening - aiming for the children to be competent musicians by the time they leave the school. We aim for them to be able to use the skills they have accumulated and retained to unlock the skills required for further study in secondary education.

Our music curriculum aims to ensure that all pupils:

- develop a love and enjoyment of music;
- develop confidence in using their voices expressively and musically;
- learn an increasingly broad repertoire of songs;
- listen carefully and respond to music from different periods, traditions, cultures and genres;
- develop a secure sense of pulse, rhythm and pitch;
- learn to play tuned and untuned instruments with increasing accuracy, fluency and control;
- improvise and compose music individually and collaboratively;
- use appropriate musical vocabulary to describe and evaluate music;
- understand how the interrelated dimensions of music combine to create different musical effects;
- begin to understand and use appropriate forms of musical notation;
- perform individually and as part of an ensemble;
- evaluate and improve their own musical performances and compositions;
- encounter a broad range of composers, performers and musical traditions;
- have opportunities to develop particular musical interests and talents.

Implementation

Our curriculum is designed so that musical knowledge and skills are carefully sequenced from Nursery through to Year 6. Each stage builds deliberately on what pupils have previously learned, enabling children to know more, remember more and become increasingly confident and independent musicians.

Throughout all terms, children are exposed to a variety of composers and music genres, building up their knowledge of familiar music. Children learn to evaluate music and think critically about it.

Teachers regularly check children's understanding through their practical (e.g. performances) and recorded work (e.g. compositions), asking effective questions to understand children's musical skills as well as their ability to work as part of a group. Children are given effective feedback on how to improve and are given opportunities to practise. They are taught how to critically evaluate their performances and compositions in order to see where further improvements can be made. Assessments made by the specialist teacher and moderated with the music co-ordinator and class teachers to ensure accuracy of judgements.

Children in Year 3 learn to play the recorder. Year 3 and 4 take part in the Salford Diocese School's singing programme.

Music is for every child. Teachers make reasonable adaptations so that pupils with SEND can participate meaningfully and successfully.

Approaches may include:

- visual prompts;
- simplified musical parts;
- adapted instruments;
- additional repetition;
- physical or technological aids;
- smaller performing groups;
- alternative ways of demonstrating musical understanding.

Impact

The impact of the Music Curriculum can be seen in the children's performances of their own compositions and those of established composers, in the recorded work, but more importantly in the way in which children can articulate what they have done and why. The success of Music can also be gauged from the enthusiasm and passion of the children and teachers, recorded using pupil voice. Children have the opportunity to perform in assemblies, school celebrations, school concerts and concerts with the local cluster schools.

Formal assessments are made twice a year, however ongoing meetings and discussions with the specialist teacher ensures that planning always meets the needs and next steps of the children.