



St Ambrose Catholic Primary School

Music Policy

2025-2026

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: July 2025

Last reviewed on:
July 2025

Next review due
by: July 2026

Intent

Music enables our children to be critical thinkers as it requires them to constantly evaluate their and their peers' performances and compositions, as well as pieces by a range of composers. Children are encouraged to be advocates for change as they look at the way music can bring joy to people and bring people together. It also encourages independence and resilience with a large emphasis on rigorous practise and learning from mistakes.

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. 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.

Enrichment opportunities are utilised through Music assemblies (a showcase of the children's talent), performances in the local area and performances with other schools and groups.

Implementation

Early years is taught by the class teacher and music co-ordinator. Years 1-6 are taught by a specialist following a bespoke scheme. This uses a range of resources which have been tested and refined where necessary by experts. The music co-ordinator liaises with the teacher and also with One Education Music services to ensure high quality first teaching.

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. This is also revisited by teachers with regular opportunities in class to listen and appraise, often linked to their curriculum topic.

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 to ensure accuracy of judgements.

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.

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.