



# MUSIC POLICY

Policy Review	
Review schedule	Spring 2026

# **MUSIC POLICY**

## **1. Curriculum Intent**

The national curriculum for music which we follow ensures that all children:

- Perform, listen to, review and evaluate music
- Are taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated

By the end of their education at St. Bartholomew's all pupils will have gained an understanding of what music is through listening, singing, playing, evaluating and composing across a variety of historical periods, styles, traditions and musical genres.

We are committed to offering children a broad range of musical experiences so that they understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts throughout their lives.

## **2. Implementation**

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in weekly singing assemblies, various concerts and performances and through the learning of instruments.

There are several concerts and church services which children take part in each year. Music lessons are weekly and 45 minutes in KS2 and 40 minutes in KS1. There is also a weekly, 15 minute singing assembly. Children that wish to can take weekly guitar lessons or piano lessons. These lessons are either individual or small group.

## **3. Impact**

From their musical experiences children develop fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities across the world.

Teaching is often linked to class topics.

A carefully planned two-year rolling programme throughout each child's time at St. Bartholomew's ensures that all children have experience of musical notation, playing an instrument, composition and listening to music.

#### **4. Assessment**

Assessment follows a variety of different methods. The music teacher informally assesses throughout any creation process, giving oral feedback, and instant methods of ways to improve. Children are also assessed individually to see whether they are working towards age related expectations, at this level or above. This is reported to parents annually.

#### **5. Community/parents**

Parents are encouraged to be part of their child's music education in a variety of different ways. Preparation for a performance may require learning text or dance moves. Parents and carers are also invited and encouraged to attend termly music assemblies, concerts and to join us at events such as Young Voices.

#### **6. Resources**

Planning and resources for music are the responsibility of the music teacher. The Model Music Curriculum (MMC) is a non-statutory resource that provides a practical framework through which the statutory requirements of the curriculum can be met. The MMC sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening

- Composing
- Performing/Instrumental Performance.

**KS1:**

Singing is at the heart of Key Stage 1, with songs and chants underpinning all areas of study. Repetition of techniques is vital to consolidate and gain confidence.

Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures to prepare for Key Stage 2.

**KS2:**

The key skills and techniques taught in KS2 build on those introduced at Key Stage 1 and prepare pupils for progression to Key Stage 3. While singing remains a key thread throughout Key Stage 2. Repetition of techniques is vital to consolidate and gain confidence.

Pupils will continue to internalise key musical skills and techniques through a range of activities including call-and-response songs and chants, improvisation, movement and active listening.

Pupils will create music through improvisation, exploring how to write music for a specific purpose, and they will start to learn more sophisticated compositional techniques and structures.

For weekly singing assemblies the content, musical accompaniment and the teaching is the responsibility of the music teacher.

Planning for peripatetic music lessons is the responsibility of each peripatetic teacher.

## **7. Role of the subject leader**

**The subject leader is responsible for:**

- Raising the profile of the subject
- Ordering and maintaining musical equipment
- Writing and delivery of music lessons
- Ensuring that the progression of music skills throughout the school are planned for
- Organising concerts and involvement in music event.