



Music Policy

Policy written – February 2026

To be reviewed – February 2029

Primary School Music Policy

1. Introduction

This policy outlines how music is taught, learned, and celebrated across the school. It reflects our commitment to providing a rich, inclusive, and progressive music curriculum that engages **all primary-aged pupils**, including those taught in **mixed-age classes**. Sing Up is used as the school's primary teaching resource, ensuring high-quality repertoire, structured progression, and whole-school consistency.

2. Aims of Music Education

Our music curriculum aims to:

- Foster enjoyment, confidence and creativity through active music-making.
- Develop pupils' musical skills in **singing, listening, composing and performing**.
- Ensure progression in musicianship despite mixed-age groupings.
- Provide access to a broad and diverse range of musical styles and cultures.
- Build pupils' confidence to perform individually and as part of an ensemble.
- Support pupils' social, emotional, and communication development through collaborative music-making.

3. Curriculum Approach

3.1 Mixed-Age Organisation

To ensure high-quality learning in mixed-age classes:

- Lessons are planned around **skill progression**, not year-group labels.
- Sing Up units are sequenced so that all pupils access age-appropriate challenge.
- Younger and older pupils work together through **layered tasks, tiered expectations**, and **flexible grouping**.
- Repertoire is chosen so all children can participate meaningfully (e.g., echo singing, harmony parts, differentiated rhythmic patterns).

3.2 Use of Sing Up

Sing Up provides:

- Progressive units with clear musical objectives.
- Diverse songs suitable for all ages.
- Warm-ups, musicianship activities, and lesson plans.
- High-quality vocal models and backing tracks.

Teachers adapt Sing Up planning to:

- Meet mixed-age needs.
- Extend older or more experienced musicians.
- Provide scaffolded access for younger pupils or SEND learners.

4. Teaching and Learning

4.1 Core Musical Elements Taught

Across the school, pupils develop understanding of:

- Pulse and rhythm
- Pitch and melody
- Listening and responding

- Structure and notation
- Composition and improvisation
- Singing technique
- Ensemble performance skills

4.2 Lesson Structure

A typical lesson includes:

1. **Vocal warm-up** (Sing Up-provided)
2. **Repertoire learning** (song of the unit)
3. **Musical skills focus** e.g., rhythm games, call-and-response, soundscapes
4. **Application** e.g., simple composition, group performance
5. **Reflection and evaluation**

4.3 Inclusion & SEND

- All pupils participate fully through differentiated part work, accessible rhythmic patterns, and opportunities for leadership.
- Additional support may include visual aids, gesture-based conducting, simplified instrumental parts, and flexible grouping.

5. Assessment

5.1 Formative Assessment

Ongoing teacher observation focuses on pupils' ability to:

- Keep a steady beat
- Sing accurately and confidently
- Recall and create rhythmic/melodic patterns
- Work collaboratively
- Compose simple musical ideas
- Perform with expression

5.2 Summative Assessment

Each term, teachers evaluate whether pupils are:

- Working towards age-related expectations
- Meeting age-related expectations
- Working at greater depth

Assessment draws on Sing Up guidance, school progression frameworks, and recorded performances.

6. Resources

- Sing Up online platform
- Percussion instruments (pitched & unpitched)
- Interactive whiteboard and audio equipment
- Planning documents linked to Sing Up units

Teachers receive ongoing support and training to ensure confidence in music delivery.

7. Enrichment Opportunities

- Class and whole-school singing assemblies
- Performances at seasonal and community events
- Classroom instrumental projects

Sing Up materials are integrated into performances to ensure consistency and quality.

8. Monitoring and Review

The music subject lead will:

- Monitor planning and pupil outcomes
- Support staff in delivering high-quality music teaching
- Review the whole-school singing repertoire
- Evaluate the impact of Sing Up resources
- Review the policy every three years or in response to curriculum changes