



Music Policy

Holme Slack Community Primary School Music Policy

Ethos: "Our children can achieve"

1. Intent

At Holme Slack Community Primary School, we firmly believe that "Our children can achieve" in all aspects of their education, including Music. Our Music curriculum is carefully designed to be inclusive, inspirational, and accessible to every pupil. We strive to provide a high-quality musical education that nurtures creativity, self-expression, and a lifelong love of music. Through this curriculum, we aim to ensure that all children, regardless of background or ability, have the opportunity to engage with, enjoy, and succeed in music.

Music is an important vehicle for fostering the core values of our school. Through active listening, collaborative performance, and cultural exploration, pupils learn empathy by understanding different perspectives and emotional contexts. Resilience is built through the process of rehearsal, refinement, and the courage it takes to perform in front of others. We cultivate ambition by encouraging pupils to reach for excellence in their musical endeavours. Integrity is promoted through honest self-expression and responsibility in group performances. Respect is reinforced by valuing the diverse musical traditions of others, while curiosity is sparked by exploring a wide range of musical genres, instruments, and cultures.

Our Music curriculum is intended to support not only artistic development but also the broader personal growth of our pupils. It builds confidence, improves coordination, strengthens memory, and enhances communication skills. It also contributes to teamwork and cooperation through ensemble activities, and fosters creative thinking, problem-solving, and analytical abilities through composing and evaluating music.

Music plays a vital role in preparing pupils for future learning. From the foundation stage through to Year 6, our curriculum ensures progression by building on previously acquired knowledge and skills. Each key stage introduces new concepts and techniques while reinforcing past learning. This scaffolding approach supports smooth transitions between year groups and key stages, ensuring consistency and depth in pupils' musical education.

Inclusion is at the heart of our Music provision. All children, including those with special educational needs and disabilities or English as an additional language, are given equal access to musical opportunities. Lessons are adapted to meet individual needs and incorporate various teaching strategies, including the use of technology, to ensure accessibility for all learners.

2. Implementation

The implementation of our Music curriculum is built around a clear sequence of learning that enables children to make sustained progress over time. The curriculum is structured to ensure that pupils revisit and develop musical concepts such as rhythm, pitch, dynamics, and structure as they move through the school. We use a carefully chosen scheme, Kapow Primary to support lesson delivery and ensure a consistent, high-quality experience across all year groups.

Music is taught through engaging, hands-on lessons that incorporate singing, playing instruments, composing, and listening activities. Teachers utilise a range of teaching methods, including group work, individual tasks, and whole-class instruction. Technology is integrated into lessons to enrich learning and provide alternative ways for pupils to explore music. Resources are regularly reviewed to ensure they remain current and relevant to the needs of our pupils.

We are committed to making music a core part of the school timetable, with regular weekly lessons for all year groups. In addition, we seek opportunities to embed music within other areas of the curriculum. Cross-curricular links are made with subjects such as English, where children analyse song lyrics or create musical narratives; Maths, through exploration of rhythm and time signatures; and History and Geography, through the study of music from different periods and cultures.

3. Impact

We assess the impact of our Music curriculum mainly through summative assessment methods. Teachers observe pupils during lessons, ask probing questions, and facilitate opportunities for self and peer assessment. Summative assessments may include performances, recordings, and evaluations of compositions. Progress is tracked through a whole-school system that documents individual development and celebrates pupil achievement.

Our Music subject leader regularly monitors teaching and learning through lesson observations, scrutiny of pupils' work, and pupil voice feedback. This informs continuous improvement in our curriculum delivery. We ensure consistency in assessment across classes and year groups and evaluate outcomes for different groups, including by gender, ethnicity, and special educational needs.

The effectiveness of our Music curriculum is further evaluated through collaboration with staff, governors, and parents. We actively seek feedback from all stakeholders and use this to make informed decisions about curriculum development. Children are given opportunities to reflect on their learning, share their views, and contribute to the shaping of our musical provision.

We take pride in celebrating our pupils' musical achievements through assemblies, performances, and community events. We have a school choir who practise after school on a

weekly basis. However, all children are learning the same songs in class and starting this year we are joining in our local Lancashire Sings! Alongside other schools. These experiences help reinforce their sense of accomplishment and confidence, and demonstrate that all children at Holme Slack Community Primary School can achieve in music.

Conclusion

At Holme Slack Community Primary School, we see every child as a potential musician. Through a rich, inclusive, and values-driven Music curriculum, we aim to develop not only musical skills but also lifelong qualities such as empathy, resilience, ambition, integrity, respect, and curiosity. Music enriches the lives of our pupils, supports their wider development, and helps us fulfil our commitment to ensuring that every child believes in their ability to achieve.

Subject Leader – Mrs R Cavies

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Reviewed annually