



Ormskirk West End

Primary School

Community Primary ages 4-11

Music Policy

Approved: Autumn 2026

Music Policy

Our Vision for Music

At Ormskirk West End Primary School, we believe that music is an essential part of a broad, balanced and ambitious primary education. Every child should have the opportunity to experience the joy of music, develop their musical understanding and creativity, and become confident musicians and performers.

Our music curriculum aims to develop pupils who listen attentively, sing confidently, play instruments, compose, improvise, perform and talk about music using appropriate musical vocabulary. We want children to develop a lifelong appreciation of music and to understand that music is a powerful means of expression, communication and connection with others.

Music contributes significantly to our wider school values of Respect, Resilience and Aspiration. Pupils learn to respect the contributions of others when performing together, develop resilience through practising and refining musical skills, and aspire to produce and perform music to the best of their ability.

Curriculum Intent

Our music curriculum is designed to ensure that pupils build their musical knowledge and skills progressively from Early Years through to Year 6.

The curriculum is based on the Sing Up Music Curriculum, which provides a structured and progressive approach to musical learning. Sing Up supports teachers in delivering high-quality music education through carefully sequenced units which develop the key areas of:

- Singing
- Listening and appraising
- Composing
- Improvising
- Performing

- Playing instruments
- Musical notation and understanding
- Musical vocabulary
- Understanding music from different cultures, traditions and historical periods.

The Sing Up scheme provides a consistent framework while allowing teachers to respond to the needs, interests and experiences of their pupils. Lessons include practical music-making wherever possible, ensuring that children are actively involved rather than simply learning about music.

The curriculum is designed to revisit and build upon prior learning so that pupils develop increasing musical independence as they move through the school.

The National Curriculum

Our music curriculum meets the requirements of the National Curriculum for Music at Key Stages 1 and 2.

Pupils are taught to:

- perform, listen to, review and evaluate music;
- learn to sing and use their voices;
- create and compose music;
- have opportunities to learn a musical instrument;
- understand how music is created through the interrelated dimensions of music;
- develop an understanding of musical notation;
- appreciate and understand music from a range of historical periods, styles, traditions and cultures.

The Sing Up curriculum provides the structure through which these statutory requirements are delivered.

Early Years Foundation Stage

Music is an important part of children's learning and development in the Early Years.

Through singing, rhymes, movement, instruments and exploratory sound-making, children develop skills across the EYFS curriculum, particularly within Expressive Arts and Design, while also supporting communication and language, physical development and personal, social and emotional development.

Children have opportunities to:

- sing familiar songs and nursery rhymes;
- explore and create sounds;
- experiment with instruments;
- respond to rhythm and changes in music;
- move expressively to music;
- develop an awareness of beat and pattern;
- perform songs and rhymes to others.

Musical experiences in EYFS establish the foundations for the progressive music curriculum that follows in Key Stage 1.

Singing

Singing is at the heart of our music provision.

All pupils have regular opportunities to sing both within curriculum music lessons and as part of wider school life. Singing develops children's pitch, rhythm, musical memory, listening skills, confidence and ability to perform as part of an ensemble.

Whole-school singing is used to develop a shared musical identity across the school. Children experience a wide repertoire of songs, including traditional songs, songs from different cultures and musical traditions, contemporary children's music and songs linked to curriculum themes and school events.

Singing also forms an important part of our performance opportunities, including our annual participation in Young Voices.

Instrumental Learning

We believe that children should have genuine opportunities to learn to play musical instruments.

The school invests in additional instrumental provision through a school-funded peripatetic music teacher. This ensures that pupils have access to high-quality practical music-making within school.

Ukulele

Ukulele tuition is provided across Key Stage 1 and Key Stage 2.

Pupils learn to:

- hold and care for an instrument correctly;
- develop rhythmic accuracy;
- play simple patterns and sequences;
- develop chord knowledge;
- accompany singing;
- perform individually and as part of an ensemble;
- read and respond to appropriate musical notation and symbols;
- rehearse, practise and refine performances.

Ukulele learning complements the Sing Up curriculum and provides pupils with an opportunity to transfer their understanding of rhythm, pulse, melody and harmony into practical performance.

Keyboard

Keyboard tuition is also provided in Key Stage 2.

Pupils develop practical skills alongside their understanding of:

- melody;
- rhythm;
- harmony;
- chords;

- musical notation;
- ensemble playing;
- composition and performance.

The school aims to ensure that instrumental learning is accessible and inclusive, with pupils encouraged to develop confidence and independence at their own level.

Composing and Improvising

Pupils are taught that they can be creators of music as well as performers.

Through the Sing Up curriculum, children have regular opportunities to:

- experiment with sounds;
- create rhythmic and melodic patterns;
- improvise;
- compose individually and collaboratively;
- record and refine musical ideas;
- use notation and other appropriate ways of representing their compositions;
- perform their compositions to others.

As pupils progress through the school, they are expected to make increasingly independent musical decisions and explain the choices they have made.

Listening and Appraising

Pupils listen to a wide range of music and are encouraged to develop increasingly sophisticated musical vocabulary.

Through Sing Up and other carefully selected musical experiences, pupils encounter music from:

- different historical periods;
- different cultures and traditions;
- a range of genres and styles;

- different geographical regions;
- a variety of composers and musicians.

Pupils are taught to listen attentively and identify features such as pulse, rhythm, tempo, dynamics, pitch, timbre, texture and structure.

They are encouraged to express personal responses to music while developing the vocabulary needed to explain what they hear.

Performance

Performance is an important part of our music curriculum.

Throughout their time at Ormskirk West End, pupils are given opportunities to perform in different contexts and to different audiences. This includes classroom performances, assemblies, celebrations, concerts and larger-scale community and professional performance opportunities.

We have established partnerships and opportunities which enable pupils to experience music in authentic performance settings.

Liverpool Empire Theatre Group

Each year, pupils have the opportunity to take part in the Liverpool Empire Theatre Group annual performance at the Liverpool Empire Theatre.

This provides children with the opportunity to perform in a professional theatre environment and work alongside pupils and performers from other schools.

The experience develops:

- confidence;
- ensemble skills;
- listening;

- musical discipline;
- commitment to rehearsal;
- performance skills;
- teamwork;
- pride in achievement.

Young Voices

The school also participates annually in Young Voices.

This provides pupils with the opportunity to perform as part of a large-scale children's choir in a professional concert environment. Pupils develop their singing, listening, rhythm, timing and ensemble skills while experiencing the responsibility and excitement of performing as part of a very large musical group.

These experiences ensure that pupils understand that music is a participatory and creative discipline, rather than simply a subject studied in the classroom.

Wider Musical Opportunities

We seek to provide opportunities for children to experience music beyond their timetabled lessons.

These include:

- whole-school singing;
- instrumental tuition;
- ukulele;
- keyboard;
- Young Voices;
- Liverpool Empire Theatre Group performance;
- school concerts and performances;
- musical contributions to assemblies and celebrations;
- opportunities to perform to families and the wider school community;

- opportunities to hear and experience live music where available.

We actively seek to remove barriers to participation and ensure that children's financial circumstances do not prevent them from accessing significant musical experiences.

Inclusion and SEND

Music is for every child.

Teachers adapt musical activities to ensure that pupils with SEND can participate meaningfully and experience success. This may include:

- adapted instruments;
- visual prompts;
- simplified or repeated musical patterns;
- additional modelling;
- opportunities to respond through movement or percussion;
- carefully structured group work;
- repetition and rehearsal;
- additional adult support where appropriate.

Children who are new to English are supported through modelling, demonstration, repetition, visual cues and practical participation. Music provides valuable opportunities for pupils to communicate and participate without language being a barrier to inclusion.

Progression

Musical knowledge and skills are developed progressively from EYFS to Year 6.

Pupils revisit important musical concepts while progressively increasing the complexity and independence of their musical learning.

By the end of Key Stage 2, pupils should have developed increasing confidence in:

- singing;
- performing;
- playing an instrument;
- composing;
- improvising;
- listening and responding;
- reading and using appropriate musical notation;
- using musical vocabulary;
- working collaboratively as musicians.

The Sing Up progression framework supports teachers in identifying and building upon prior learning.

Assessment

Assessment in music is primarily formative and takes place through observation, questioning, listening and practical performance.

Teachers assess pupils' ability to:

- participate confidently;
- maintain a steady pulse;
- perform rhythmically and melodically;
- sing with increasing accuracy;
- play instruments appropriately;
- compose and improvise;
- listen and respond;
- use musical vocabulary;
- work effectively as part of an ensemble.

Assessment informs future teaching and ensures that pupils continue to build upon previously acquired knowledge and skills.

Cultural Capital

Music makes an important contribution to pupils' cultural capital.

Through Sing Up, live performance, instrumental tuition and participation in large-scale events, pupils experience music from a broad range of cultures, traditions, genres and contexts.

Our participation in **Young Voices** and the **Liverpool Empire Theatre Group annual performance** gives pupils experiences that they may not otherwise have access to outside school.

We believe these opportunities help pupils develop confidence, cultural awareness, creativity and a sense of belonging.

Roles and Responsibilities

Headteacher

The Headteacher has overall responsibility for ensuring that the school provides a high-quality music education and that appropriate resources and opportunities are available.

Music Subject Leader

The Music Subject Leader is responsible for:

- overseeing implementation of the music curriculum;
- monitoring the quality of music teaching;
- supporting staff;
- monitoring progression;

- ensuring appropriate resources are available;
- evaluating the impact of the curriculum;
- liaising with external music providers;
- coordinating wider musical opportunities;
- supporting the development of singing and performance across school.

Class Teachers

Teachers are responsible for delivering the music curriculum in accordance with the school's progression and the Sing Up framework, adapting teaching appropriately to meet the needs of their pupils.

Peripatetic Music Teacher

The peripatetic music teacher provides specialist instrumental tuition and works alongside school staff to develop pupils' practical musical skills and confidence.

Resources

The school provides appropriate musical resources to support the curriculum, including classroom percussion and tuned instruments, ukuleles and keyboards.

Resources are maintained appropriately and stored safely so that pupils can access instruments regularly and develop confidence through repeated practical experience.

The school recognises that investment in musical instruments and specialist teaching is essential to ensuring that pupils receive a rich and meaningful music education.

Monitoring and Evaluation

The quality and impact of music provision are monitored through:

- lesson observations;
- pupil voice;
- work and performance scrutiny;
- discussions with teachers;
- review of progression;
- monitoring of participation;
- evaluation of performances and wider opportunities;
- feedback from pupils and families;
- liaison with the peripatetic music teacher.

The Music Subject Leader evaluates whether pupils are developing increasingly secure musical knowledge and skills and whether the curriculum provides sufficient opportunities for all pupils to sing, play, compose, listen and perform.

Policy Review

This policy will be reviewed regularly to ensure that it reflects current national guidance, the school's curriculum priorities, the Sing Up curriculum and the musical opportunities available to pupils.

Policy owner: Music Subject Leader – Mrs S Currie

Approved by: Headteacher / Governing Body

Review date: September 2029