

Music Policy

Swinderby All Saints Primary School



Approved by:	Zoe Longstaff	Date: June 2026
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Last reviewed on:	
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Next review due by:	June 2028
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1. Aims and Intent

At our school, music is an integral part of a broad and balanced curriculum. Through high-quality teaching delivered by specialist staff from Lincolnshire Music Service, we aim to:

- Inspire a lifelong love of music
- Develop musical skills, knowledge, and understanding progressively
- Provide opportunities for all pupils to perform, compose, listen, and appraise
- Foster confidence, creativity, and self-expression
- Ensure access to high-quality musical experiences for all pupils, regardless of background or prior experience

Our curriculum is aligned with both the **National Curriculum for Music** and the expectations set out in the **Model Music Curriculum**, ensuring a coherent, ambitious, and well-sequenced progression of musical learning for all pupils.

Music plays a key role in supporting pupils' personal development, wellbeing, and cultural understanding.

2. Implementation

Curriculum Delivery

KS1 Music is delivered weekly through the 'Sing Up' curriculum, taught by teachers and teaching assistants.

KS2 Music is delivered weekly to all pupils through the **Bespoke Primary Tutti Curriculum**, taught by specialist teachers from Lincolnshire Music Service.

The curriculum is designed to:

- Meet the statutory requirements of the National Curriculum for Music
 - Align with the progression and ambition outlined in the Model Music Curriculum
 - Provide a structured, sequential, and knowledge-rich approach to learning
 - Be fully inclusive and accessible within a mixed-age class setting
 - Build musical understanding through practical, engaging activities
 - Incorporate **Whole Class Ensemble Tuition (WCET)** progressively at each stage of learning
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Whole Class Ensemble Tuition (WCET)

Whole Class Ensemble Tuition is a core feature of the curriculum and is carefully sequenced to ensure progression:

- All pupils access regular, structured instrumental learning as part of their curriculum entitlement
- Skills are built cumulatively, revisited, and developed over time
- Pupils move from exploration to increasing control, accuracy, and expression

- Notation-reading, listening skills, and ensemble awareness are developed progressively
 - WCET ensures equitable access to instrumental learning for all pupils
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Mixed-Age Class Approach

Given the mixed-age structure of the school:

- Learning is carefully scaffolded to support a range of abilities and developmental stages
 - Tasks are adapted to provide both support and challenge
 - Progression is secured through revisiting key concepts with increasing depth
 - Pupils benefit from peer modelling and collaborative ensemble learning
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Key Areas of Learning

The curriculum is built around the interrelated dimensions of music:

- **Performing** – singing and playing instruments, including ensemble performance
 - **Composing** – creating and structuring musical ideas
 - **Listening and Appraising** – developing critical listening skills
 - **Musical Elements** – pitch, rhythm, dynamics, tempo, timbre, texture, and structure
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Singing

Singing is central to the music curriculum and reflects the emphasis within the Model Music Curriculum. Pupils develop:

- Vocal technique
 - Pitch accuracy
 - Ensemble skills
 - Confidence in performance
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Whole Class Ensemble Tuition – Deep Dive Rationale

Whole Class Ensemble Tuition (WCET) strengthens musical understanding by placing practical music-making at the centre of learning. Through regular, structured instrumental experience, pupils develop a secure understanding of key musical concepts—such as pulse, rhythm, pitch, and notation—because they encounter them in a lived, embodied way. Learning within an ensemble context also develops listening skills, coordination, and awareness of others, enabling pupils to internalise musical structures more effectively. The cumulative and progressive nature of WCET supports long-term retention, as pupils repeatedly apply and refine their knowledge in increasingly complex musical contexts. This approach aligns with the expectations of the Model Music Curriculum, ensuring that musical knowledge is both deeply understood and fluently applied in performance.

3. Impact

The impact of the music curriculum is demonstrated through:

- Pupils showing increasing confidence, enjoyment, and engagement in music
- Clear progression in musical knowledge and skills over time
- Development of instrumental proficiency through WCET
- High levels of participation in musical activities
- Quality of performances, including ensemble work
- Positive pupil voice and attitudes towards music

Assessment is ongoing and informs future planning. Specialist teachers provide feedback to support pupil progress and inform school leaders.

4. Inclusion

Music is for all.

- Lessons are fully inclusive and accessible to all pupils
 - WCET ensures universal access to instrumental learning
 - Adaptations are made for pupils with SEND
 - All pupils are supported to succeed and make progress
 - Opportunities for stretch and challenge are embedded
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5. Wider Opportunities

Pupils are given opportunities to engage in music beyond the classroom, including:

- Performances (assemblies, concerts, community events)
 - Whole-school singing
 - Opportunities to continue instrumental learning beyond WCET
 - Links with wider musical organisations and events
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6. Roles and Responsibilities

Lincolnshire Music Service Specialist Teachers

- Plan and deliver high-quality weekly music lessons
- Deliver and sequence WCET effectively across mixed-age groups
- Ensure progression in line with the Model Music Curriculum
- Assess pupil learning and provide feedback

School Leadership

- Monitor the quality and impact of music provision
- Ensure curriculum coverage and progression
- Ensure alignment with national guidance, including the Model Music Curriculum
- Support access to wider musical opportunities

Class Teachers

- Support behaviour and engagement during lessons
 - Reinforce musical learning where appropriate
 - Promote music across the wider curriculum
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7. Monitoring and Review

Music provision is monitored through:

- Lesson observations
- Pupil voice
- Feedback from specialist teachers
- Review of curriculum planning, including WCET progression
- Evaluation of musical outcomes and performances

This policy will be reviewed annually to ensure it remains effective, ambitious, and aligned with national guidance.

8. Equality and Accessibility

The school is committed to ensuring equal access to music education for all pupils. Barriers to participation are identified and addressed to ensure every child can succeed and thrive in music.