



ABBAY MEAD
PRIMARY ACADEMY



Music Policy

Version 0.4

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Vision

At Abbey, we aim to deliver a knowledge filled music curriculum to provide our children with the life-long musical skills required to understand, appreciate and discuss music.

The teaching of music upholds the whole school vision of “providing a stimulating and challenging learning environment where all pupils can attain their full potential.” It also supports providing “all of our children with a broad, relevant and enriched curriculum so that they have the character to make a positive contribution to our society and are knowledgeable, skilled and ready for the next phase of their education,” as stated in the whole school curriculum intent.

The Leicestershire Music Primary Scheme can be used by non-specialist primary teachers to teach the subject content of the National Curriculum and the expectations of the Model Music Curriculum (MMC). This is achieved through a progressive approach that builds on substantive and disciplinary knowledge being taught through the 6 units of work.

Substantive Knowledge

Children will develop and secure the substantive knowledge of the interrelated dimensions of music.

Interrelated Dimensions of Music			
Rhythm (referred to as 'Duration' on NC)		Pitch	Texture
Tempo	Dynamics	Timbre	Structure
(Notation / Pulse sometimes also referred to as inter-related dimensions but not specified on the NC)			

While each Unit has a key focus, each one is built around all of the inter-related dimensions of music, taking a holistic approach to the development of musicianship.

Substantive knowledge in the scheme also involves learning about music across a range of historical periods, genres, styles and traditions.

Disciplinary Knowledge

Disciplinary knowledge requires knowing how to interpret and apply this knowledge in practice to control sounds and create music, whether singing, playing instruments, improvising, composing and performing. The LM Primary Scheme focuses on the practical application and interpretation of substantive knowledge through disciplinary knowledge to develop creative, original musical work. Children work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others. They learn to construct and deconstruct music to further their own ability to compose, and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work.

By bringing this all together through regular music making, each year group can build on the previous one, enabling children to be ready for the next stage in their musical education.

In a diverse community, it is important to our school to utilise the teaching of music for religious celebrations. Throughout the year, various celebrations take place including the Diwali, Christmas and Eid performances. It is also hugely important to our school community to provide enriching experiences for our children. Music enrichment provides unique experiences for our children while developing musical understanding.

Coverage

Each class in the school has a discreet music lesson taught every week, using the Leicestershire Music Primary scheme, to ensure progress. However, music is part of our wider curriculum and whole school approach (Assemblies, choir, piano lessons, brass whole class lessons, Diwali, Christmas and Eid celebrations and music enrichment).

The school is equipped with high quality musical resources including the Leicestershire Music Hub scheme and a class set of Djembe drums and glockenspiels, which are used as part of our music curriculum. We will follow a progressive curriculum which builds on knowledge. Monitoring and Assessment is to be informed using the progression of skills document and additional LMH assessment tools, which are used to evaluate outcomes and inform further planning. Assessment by the class teacher will involve observation, discussion and completed music work which is recorded in class books. Evidence is recorded via videos and QR codes within each unit. At regular times across the year, the

Music Subject Leads will undertake planning and work scrutiny, drop ins and discussions to monitor the effectiveness of our music provision. The Music Subject Leads use an action plan to evaluate the strengths and weaknesses in the subject and indicate areas for further development. All children have the right to access our music curriculum, make progress and develop their musicality. SEND- Where children have SEND needs, lessons will be adapted to allow each child to make progress. Pupil premium children are offered opportunities to develop their musicality.