John Burns Primary School

Music Policy June 2026

Date adopted by Governing Body	June 2026
Signatory (Chair of Curriculum Committee)	
Date of Review	**June 2026**
Date of next Review	**June 2029**

Our Intent

We believe that every child should have access to the highest quality music education as part of a broad and balanced curriculum at John Burns Primary School. Our curriculum is designed to inspire pupils to develop a love of music and appreciate their talents as musicians, thereby supporting their personal development; improving self-esteem, confidence, creativity and sense of achievement.

We provide opportunities for all children to develop their skills and knowledge and gain a firm understanding of what music is through, creating, performing, listening, singing, evaluating and composing, across a wide variety of historical periods, styles, genres and traditions.

The Music Curriculum ensures that all pupils

- are able to explore and understand how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations;
- perform, listen to, review and evaluate a diverse range of music;
- have the opportunity to sing regularly;
- have the opportunity to create and compose music and use technology appropriately;
- have the opportunity to learn a musical instrument;
- have the opportunity to perform regularly to an audience.

Implementation

John Burns invests in specialised music teaching and learning through Wandsworth Music Service. Tutors go through a rigorous recruitment process to ensure that they have the knowledge and skills to deliver an excellent music curriculum. They are supported with regular CPD which enables them to continually improve their music teaching and meet the needs of all learners.

Our music curriculum engages and inspires pupils to sing, listen, play, perform and evaluate, with increasing levels of confidence and skill. The curriculum is carefully sequenced to ensure a clear progression of skills and knowledge from EYFS to Y6.

Children are actively engaged in practical and creative music making each week. They sing regularly as a class, in smaller groups and as a school community; they learn to read and write various forms of notation, aimed at supporting long term musical development; they develop a strong sense of pulse and rhythmic understanding and are able to use musical vocabulary appropriately. They have the opportunity to learn an instrument with specialist musicians, have the chance to progress to the next level by joining ensembles and choirs and have the opportunity to perform regularly in front of others.

As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At all stages of learning, the use of appropriate musical language in the classroom is encouraged and linked to practical music making to ensure that musical outcomes are achieved.

In addition to the weekly music lesson as part of curriculum time, pupils are also offered opportunities beyond the National Curriculum to further and support their musical learning. These include the opportunity to take up an instrument through peripatetic lessons, participating in external events, school productions and having visitors with a musical talent or linking to online performances. External interests and talents are also encouraged and showcased in class, ensuring that everyone is challenged regardless of previous musical experience.

In Year 4 each child at John Burns Primary School takes part in whole class trumpet lessons. This gives pupils the opportunity to improve their musical notation skills as well as learn how to play an instrument.

Early Years Foundation Stage

Music in the EYFS has a primary focus on singing and movement, developing children's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Songs are linked to class topics when appropriate. Children will explore different percussion instruments and develop an understanding of pitch, timbre, and dynamics.

Pupils will be taught to:

- Express and communicate their ideas, thoughts and feelings by using a widening range of movement and a variety of songs and musical instruments.
- Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns, and match movements to music.
- Use their imagination in art and design, music, dance.

Key Stage One (Years 1 and 2)

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

Key Stage Two (Years 3-6)

The music curriculum will provide all pupils with opportunities for increasing their knowledge and understanding and developing their skills, confidence and expression in music through singing and playing melodic instruments, tuned and un-tuned percussion; exploring sounds; and active and passive listening.

Pupils will also learn instruments with specialist instrumental music teachers as part of Wandsworth Music's whole-class ensemble tuition programme. They will also have opportunities to take part in singing projects with specialist vocal teachers. Regular performance opportunities are available, including opportunities to perform alongside other schools.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Music and Musicals Curriculum

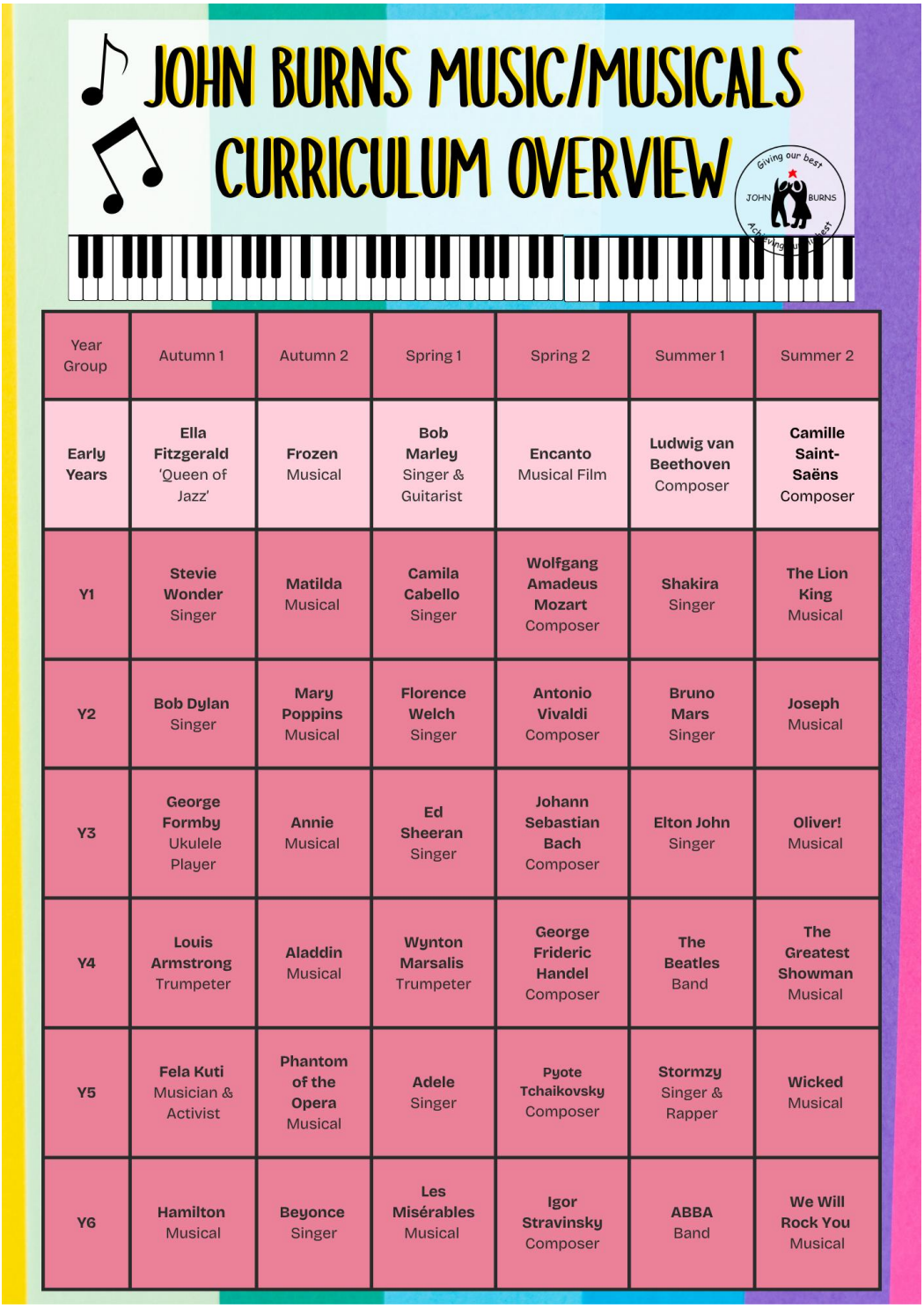
At John Burns Primary School, we believe that music is a powerful means of expression, creativity, and cultural understanding. Alongside their weekly music lessons, all children from Early Years to Year 6 will study a significant musician, composer, performer, or musical each half term. This forms an integral part of our wider Music and Musicals Curriculum.

The purpose of this approach is to enrich pupils' musical knowledge and appreciation by exposing them to a diverse range of musical genres, styles, cultures, and historical periods. Through regular exploration of

influential musicians and well-known musicals, children develop an understanding of how music reflects society, tells stories, expresses emotions, and connects communities across time and place.

This curriculum strand is designed to raise pupils' cultural capital by broadening their experiences beyond their immediate environment and introducing them to significant figures and works that have shaped the musical world. It encourages curiosity, inspires creativity, and helps children develop informed opinions about music and performance.

By revisiting and building upon their knowledge throughout their primary years, pupils gain a deeper understanding of musical traditions and achievements, while also developing the vocabulary and confidence to discuss and evaluate music. This contributes to their personal development and ensures that all children leave John Burns Primary School with a rich and diverse understanding of music and the performing arts.



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Early Years	**Ella Fitzgerald** 'Queen of Jazz'	**Frozen** Musical	**Bob Marley** Singer & Guitarist	**Encanto** Musical Film	**Ludwig van Beethoven** Composer	**Camille Saint-Saëns** Composer
Y1	**Stevie Wonder** Singer	**Matilda** Musical	**Camila Cabello** Singer	**Wolfgang Amadeus Mozart** Composer	**Shakira** Singer	**The Lion King** Musical
Y2	**Bob Dylan** Singer	**Mary Poppins** Musical	**Florence Welch** Singer	**Antonio Vivaldi** Composer	**Bruno Mars** Singer	**Joseph** Musical
Y3	**George Formby** Ukulele Player	**Annie** Musical	**Ed Sheeran** Singer	**Johann Sebastian Bach** Composer	**Elton John** Singer	**Oliver!** Musical
Y4	**Louis Armstrong** Trumpeter	**Aladdin** Musical	**Wynton Marsalis** Trumpeter	**George Frideric Handel** Composer	**The Beatles** Band	**The Greatest Showman** Musical
Y5	**Fela Kuti** Musician & Activist	**Phantom of the Opera** Musical	**Adele** Singer	**Pyote Tchaikovsky** Composer	**Stormzy** Singer & Rapper	**Wicked** Musical
Y6	**Hamilton** Musical	**Beyonce** Singer	**Les Misérables** Musical	**Igor Stravinsky** Composer	**ABBA** Band	**We Will Rock You** Musical

Our Music Curriculum Impact

We want children of all backgrounds and abilities to enjoy making music, achieve well and talk enthusiastically about their learning. We expect children to show evidence of building on previous knowledge and skills each year, which is reflected in their progress, and demonstrates a clear musical journey throughout their school life.

Regular performances demonstrate that music making is of high quality and high importance, whilst also providing invaluable opportunities for children to showcase their skills, talent and enjoyment in front of others.

Assessment

Assessment in music should be holistic, and take account of a wide range of musical skills and understanding. It is rooted in the reality of musical activity that the children undertake.

Consequently, assessment should be of the musical attainment they have evidenced in a range of learning activities in which they have been singing, playing, performing, composing, and listening. Progress is made over time, and evidence from a series of assessments is made to show this.

Pupils may re-visit skills many times over a key stage, and as challenge increases, may sometimes appear to be dipping in their attainment. However, as they consolidate new skills it will become apparent they have progressed further.

There will be sufficient opportunities through practical music-making, listening to children talking and playing, and watching children responding, to be able to form assessment judgements which are appropriate to the work they have done, and are used to inform the next stage of their musical journey.

A range of assessment tools are used to track musical progress:

- performances
- video and audio recordings
- enquiry tasks
- pupil voice and self-assessment
- written work
- participation in hub events
- participation in choirs and ensembles

The class teacher is responsible for collecting evidence for assessment alongside the Wandsworth Music teacher.

Inclusion

All children have access to the music, regardless of their ability, gender, physical disability or their social, cultural or ethnic background. Provision is made to support individuals or groups of SEND children or those with a disability so that they can participate effectively in music lessons. Likewise, provision is made for our more able children. We set high expectations for all children and encourage them to achieve their best.