



St Michael's Catholic Primary School

Music Curriculum

At St Michael's, we believe that music is a powerful and inclusive means of expression that nurtures creativity, develops confidence, and fosters collaboration. Through a rich, diverse, and progressive music curriculum, children will gain practical experience in performance, composition, listening, and musical understanding. Our aim is for every pupil to leave St Michael's with an appreciation of music from around the world, a secure knowledge of musical language, and the opportunity to develop their own musical identity.

Intention

The music curriculum at St Michael's is designed to inspire a love of music, build musical confidence, and develop practical and creative skills across a wide variety of musical experiences. It aims to give all pupils the opportunity to explore music through singing, playing, composing, and listening to a diverse range of genres and traditions. Our intent is to make music accessible, inclusive, and integral to school life—preparing pupils for further study and lifelong enjoyment of music.

Implementation

Music is taught weekly across all year groups using a structured, spiral curriculum. Each term builds upon prior knowledge across key strands: performing, listening, composing, and notation. Lessons are delivered using high-quality PowerPoint resources and supported by practical activities, technology, and opportunities for performance. Musical vocabulary and notation are embedded throughout. Differentiation ensures all learners—including SEND and EAL pupils—can access and succeed. Cross-curricular links are planned to enhance wider learning and contextual understanding.

Enrichment opportunities such as school concerts, assemblies, and clubs enhance musical development and provide platforms for pupils to showcase their learning

Cross Curricular Links

Music is deliberately linked to wider learning: it enhances literacy through lyric writing and storytelling, supports numeracy through note values and rhythms, and strengthens scientific understanding of sound

and vibration. Historical and geographical context is embedded through world music and composer studies.

Cultural Capital and Diversity

The curriculum exposes pupils to a diverse range of musical styles including Western classical, film, jazz, African, Caribbean, and Indian traditions. This broadens their musical understanding and appreciation, while supporting SMSC development and global awareness.

British Values and Music

The music curriculum naturally supports the development of British values. Pupils experience democracy and mutual respect through ensemble work, celebrate individual liberty through composition and improvisation, and learn tolerance through exposure to music from varied cultures and traditions.

Character Education & Life Skills

Pupils build resilience through rehearsal and performance, develop teamwork in ensembles, grow confidence through public performances, and explore creativity through composition. These transferable skills support the school's wider character education goals.

Use of Technology

The curriculum integrates music technology for composition, editing, and recording. Pupils use digital tools to create, refine, and present music, supporting computing objectives and equipping them with future-ready creative and technical skills.

Extra-Curricular Opportunities

A range of enrichment opportunities complements the curriculum, including school choir, instrumental clubs, seasonal concerts, and class assemblies. These events build confidence, raise the profile of music, and provide pupils with real-world application of their learning.

Inclusion

Music is inclusive by design. Lessons are adapted to meet the needs of all learners, including use of accessible instruments, visual notation aids, and multi-sensory approaches. All pupils are supported to participate, perform, and progress in music.

Assessment for Learning

Assessment is ongoing and primarily formative, based on observation, performance, discussion, and recording. Evidence is gathered through pupil voice, video/audio examples, and informal peer/self-assessment. This feeds into future planning and ensures progression over time.

Impact

Pupils demonstrate increasing musical proficiency, confidence, and creativity as they move through the school. They can perform with control and expression, compose using structure and notation, and respond to music with understanding and appreciation. Regular informal assessment, including observation, discussion, and recordings, shows clear progression in skills and musical understanding. By Year 6, pupils are equipped with the skills and vocabulary to access secondary music confidently and independently.

At St Michael's, it is our aim that pupils will school and will be musically literate: able to perform confidently, improvise creatively, compose using structured techniques, read musical notation, and appraise music using appropriate vocabulary. They will leave primary school with a lifelong appreciation for music and its cultural, emotional, and social value.