St Mary's Catholic Primary School

Music Policy

We grow and learn in the footsteps of Jesus

Approved by	
Name:	D.Holmes
Position:	Music Subject Lead
Date:	19.01.2026
Proposed review date[2]:	19.01.2027

Music Policy

INTENT

Aims and objectives:

At St Mary's we believe that music is a unique way of communicating that can inspire and motivate children. It is an integral part of our culture and it is a vehicle for personal expression and it can play an important part in the personal development of people in regards to self-confidence and creativity. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Pupils will

- *To enjoy listening to a wide range of music from different times and cultures*
- *To enjoy making music based on different times and cultures*
- *To perform with confidence and enjoyment*
- *To sing with confidence and enjoyment*
- *To develop composition and appraising skills*
- *To develop a musical vocabulary with which to evaluate the music listened to*
- *To provide a range of musical opportunities*
- *To encourage awareness, enjoyment and appreciation of Music in all its forms.*
- *To develop imagination and creativity.*
- *To help children of all abilities develop positive attitudes and to experience success and satisfaction in music.*
- *To offer opportunities to perform, compose, listen and appraise.*

At our school, we teach Music to all children, whatever their ability and individual needs. This accords with the school's curriculum policy of providing a broad and balanced education to all children. Through our Music teaching, we aim to provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils and we take reasonable steps to achieve this.

IMPLEMENTATION

Teaching and learning style

At St Mary's School each teacher strives to make music an enjoyable learning experience. Music is a hands-on activity that needs the teacher to be directly involved with the children in the lesson to set the task, to impart knowledge, to lead activities, to monitor and develop the children's progress and to encourage development. We encourage children to participate in a variety of musical experiences through which we aim to build up the

confidence of all children. Part of our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, to understand musical notation, and to compose pieces.

We recognise that in all classes children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.
We ensure that each child reaches an appropriate standard through:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support the work of individuals or groups of children

At St Mary's, we follow the 'Kapow!' scheme of work, which we adapt to suit our children. We use it's well sequenced and progressive curriculum map containing the key concepts that children need to be procedurally fluent in, to work and think like professional musicians. Cumbria Music Service also provide us with a peripatetic teacher, Mr Keeling, to teach instrumental tuition to our KS2 Children. The children receive this during a weekly 45-minute session where they will focus on ukulele (Year 3 and 4) or guitar (Year 5 and 6). The lessons are practical and popular with the children.

While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent and to work and think like professional musicians.

The key concepts in music we plan a progression for are as follows:

- *Performing*
- *Composing*
- *Appraising*

Foundation Stage
In our Foundation stage, we relate the creative development of the children to the objectives set out in the early learning goals, which underpin the curriculum planning for children aged three to five. The children's learning includes art, music, dance, role-play and

imaginative play. The range of experience encourages children to make connections between one area of learning and another and so extends their understanding. We provide a rich environment in which we encourage and value creativity. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside artists and other adults. The activities that they take part in are imaginative and enjoyable.

Within the foundation stage we run continuous provision, where children have free access to all resources and opportunities, allowing them to develop their knowledge, skills and understanding at their own pace and interest. We relate the creative development of the children to the points set out in the foundation stage profile, as well as the age-related expectations in development matters.

Key Stage One

At St Mary's during Key Stage 1, children listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

Key Stage Two

During Key Stage 2, children sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

Performing skills

At St Mary's, children will be taught to sing a wide-ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways.

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about music, using music, dance, expressive language and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding
Within our school, children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight musical elements: pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way Music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

IMPACT

Children will demonstrate their ability in Music in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On competition of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide their progress. Older children are encouraged to make judgements about how they can improve their own work.

Throughout a unit of work, teachers assess pupil's progress using national curriculum standards. Teachers mark who have met/not met the objective for each strand of the curriculum after the relevant lesson. We use this as a basis of assessing the progress of the child and we pass this information on to the next teacher at the end of the year. Teachers will make a judgement at the end of each Music unit of work on whether pupils are working below age related expectations, at age related expectations and above age related expectations.

The Music subject leader will keep samples of children's work in an online portfolio. These will demonstrate what the expected level of achievement is in Music for each age group in the school.

Monitoring and review
The coordination and planning of the Music curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping informed about current developments in Music and by providing a strategic lead and direction for the subject;
- Gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates further areas of improvement.
- Uses specially allocated regular management time to review evidence of the children's work, and to observe Music lessons across the school.

This policy will be reviewed at least every two years.
Signed: D. Holmes
Date: 19.01.2026