

St Anne's Catholic Primary School

Music Policy

Introduction:

Music at St Anne's nurtures not only musical skills but also an understanding of cultural diversity, promoting respect for different traditions and enriching pupils' cultural capital. We celebrate creativity as a gift from God, fostering human dignity, compassion, and community through shared musical experiences.

1.1

This document outlines the aims, principles and strategies for teaching and learning Music at St Anne's Catholic Primary School. It reflects our mission to nurture creativity, expression and joy through music, celebrating it as a gift from God.

1.2

Our curriculum follows a comprehensive, progressive Scheme of Work that spans the Early Years Foundation Stage (EYFS), Key Stage 1 (KS 1) and Key Stage 2 (KS2). It is fully aligned with **the DfE Model Music Curriculum (MMC)** and supported by current research-based practice.

1.3

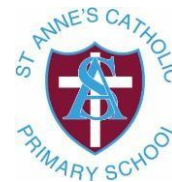
Lessons are planned using **KAPOW Music**, a comprehensive scheme of work that supports progression in musicianship, composition, performance, and listening, aligned to the DfE Model Music Curriculum.

2. Aims

2.1

Our aims for Music at St Anne's are for all children to:

- i. Enjoy creating music and see themselves as musicians
- ii. Develop a sense of achievement, fulfilment and purpose through music-making
- iii. Acquire skills to use their voices, bodies and instruments with accuracy and confidence
- iv. Express ideas and feelings through musical composition and performance
- v. Listen attentively, analyse music and respond thoughtfully
- vi. Develop musical vocabulary and conceptual understanding
- vii. Understand the relationship between sound and



symbol, building secure notation knowledge viii. Appreciate a wide range of music from different eras, genres and cultures ix. Compose, rehearse and perform individually and in ensembles

x. Sing confidently and play a wide range of tuned and untuned instruments

These aims reflect the expectations of the **Model Music Curriculum** and the **National Plan for Music Education**.

3. Principles of Teaching and Learning in Music

3.1

Music is important because:

- i. It brings joy, fulfilment and lifelong engagement
- ii. Understanding enhances appreciation and musicianship
- iii. Learning about composers, traditions and genres builds cultural capital

3.2

Music is a foundation subject in the National Curriculum, where fundamental skills and concepts provide a **sequenced** and **progressive** foundation for musical development.

3.3

Our provision reflects Ofsted's "Strike the Right Note" recommendations, emphasising:

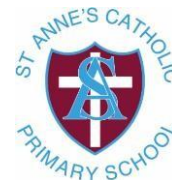
- depth of learning rather than coverage
- secure musicianship
- high-quality singing
- consistent progression in knowledge and skills

4. Strategies for High-Quality Music Teaching

4.1

Our Music curriculum is delivered through an integrated and research-informed approach:

- i. Music is integrated with wider curriculum themes where appropriate, while maintaining musical rigor and progression.
- ii. Movement, performance and musicianship sessions complement classroom learning.
- iii. Each class receives a weekly lesson in the Music Room from Reception to Year 6.



- iv. All pupils participate in weekly singing sessions, assemblies, and liturgical practices; KS1 and KS2 engage in additional musical activities throughout the week.
- v. Lessons utilise whole-class teaching, supported by group and individual work, with discussion, demonstration and modelling encouraged throughout.
- vi. Teaching follows a 'sound before symbol' approach, with secure aural learning underpinning notation. vij. The curriculum provides sequenced progression of beat, rhythm, pitch, notation, listening and composition.

5. Learning

Pupils learn to perform, compose, and appraise music and participate in a wide range of enriching activities that develop cultural capital and Catholic Social Teaching understanding.

5.1

We believe in learning through active music-making. Children develop competence and confidence in:

- i. Movement, balance and rhythmic coordination
- ii. High-quality singing, taught weeldy
- iii. Body percussion
- iv. Classifying and creating sounds
- v. Understanding musical elements (pitch, dynamics, duration, tempo, timbre, texture, structure)
- vi. Playing tuned and untuned instruments
- vii. Listening attentively, responding expressively and evaluating music

5.2

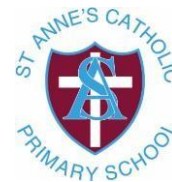
Visitors, including musicians and cultural groups, enrich the curriculum and widen pupils' musical horizons.

5.3

Excellence in Music is celebrated throughout the year. Events include:

- EYFS Nativity
- KS1 and KS2 church concerts
- Talent shows International Evening performances and summer music concerts
- Performances at liturgical celebrations, assemblies and community visits

These opportunities provide meaningful contexts for performance, confidence-building and community engagement. Performances celebrate musical achievement and foster community, highlighting pupils' understanding of cultural diversity and values rooted in Catholic Social Teaching, such as respect, service, and solidarity.



6. Planning

6.1

The Music teacher delivers structured weekly Lessons from Reception to Year 6, ensuring consistency and expertise. Planning follows the KAPOW Music scheme, providing clear learning objectives, progression, and practical activities that build knowledge and skills term by term.

6.2

A detailed Scheme of Work outlines half-termly units and progression, aligned with M MC year-by-year expectations.

6.3

Lesson guidelines and progression milestones are defined for each year group.

6.4

Planning allows links to other subjects, especially in EYFS and KSI , while ensuring that musical learning remains rigorous and progressive.

6.5

Where appropriate, cross-curricular links in KS2 enhance musical understanding (e.g., science of sound, historical context of repertoire)

7. Assessment

7.1

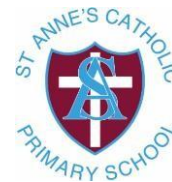
Formative and summative assessment is supported by KAPOW's assessment guidance, tracking skills in singing, performing, composing, and appraising, and informs teacher planning:

- i. Observation of small-group and whole-class practical music-making
- ii. Listening to individual or group compositions/performances
- iii.

Pupil self-assessment and reflective discussion

Ongoing verbal feedback focused on musicianship and technique

- v. Termly assessments recorded systematically to track progress



8. Inclusion, SEND and Higher Learning Potential Pupils

8.1

All pupils, including those with SEND or behavioural needs, are given full access to the Music curriculum through adapted instruction, appropriate instruments, visual supports and scaffolded tasks. 8.2

Pupils with particular musical talent or high potential receive extension through:

- ensemble opportunities
- additional instrument lessons
- leadership roles in performance
- enrichment activities
- choir or music groups

9. Role of the Music Co-ordinator

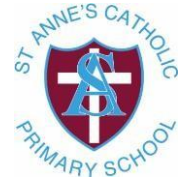
The Co-ordinator/Music Teacher:

- 9.1 Leads policy development and ensures progression and continuity
- 9.2 Monitors teaching, learning, planning and outcomes across the school
- 9.3 Manages and develops resources
- 9.4 Keeps up to date with national and local developments, working with the Music hub
- 9.5 Supports St Anne's Church Choir and contributes musically to liturgical celebrations
- 9.6 Organises opportunities for pupils to attend high-quality live music events, including orchestral performances at venues such as the Southbank Centre

10. Reporting to Parents

Parents are informed of children's progress through end-of-year reports, meetings and ongoing communication.

Music achievements and updates may be shared via **Class Dojo** and other school platforms.



11. Music Resources

11.1

KAPOW Music online resources, recordings, and lesson packs are used to enrich lessons, support home learning, and facilitate assessment.

11.2

Additional resources include:

- i. Dedicated teaching spaces (Music Room and Hall)
- ii. Tuned and untuned percussion instruments
- iii. MP3s, CDs, online resources and interactive whiteboard materials
- iv. Recording equipment
- v. Portable sound system
- vi. ICT tools and secure online platforms for music practice, composition and resource sharing

12. Health and Safety

12.1

Key considerations:

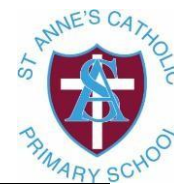
- i. Safe movement within teaching and performance spaces
- ii. Safe use of electrical and audio equipment
- iii. Appropriate handling, storage and maintenance of musical instruments
- iv. Ensuring vocal safety and age-appropriate singing

13. Trips and enrichment opportunities

Visits from musicians and workshops, as well as live performances and recordings, provide pupils with opportunities to engage with diverse cultures and reflect on music's role in building community and expressing faith and social responsibility.

Acknowledgements

This policy is informed by the DfE Model Music Curriculum (2021), The National Plan for Music Education (2022), Ofsted's "Strike the Right Note" (2023), and contemporary research into primary musicianship, progression and inclusive music pedagogy.



Date agreed by governing body December 2025	Signature of Chair or Vice Chair
Date agreed for review Summer 2028	Frequency of Review
Responsibility for Review Review Committee: A&CCP Committee	