



MUSIC POLICY

To love, to serve and learn.

We are a school family journeying together in God's love.

We serve each other to achieve our best.

We learn in fun and creative ways,

respecting everyone's gifts

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. Music is universal language that embodies one of the highest forms of creativity. It is a universal language that can be accessed and enjoyed by all. It is vital in our children's education and at St Edward's Catholic Primary School we believe that music enriches, unites and liberates.

Introduction

According to the programmes of study within the National Curriculum, the purpose of music study is as follows:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. "Music is a universal language that embodies one of the highest forms of creativity" (2021).

With this in mind, music at our school is highly valued, not only because of the skills it can allow children to develop but also due to the enjoyment that every child can gain from the subject.

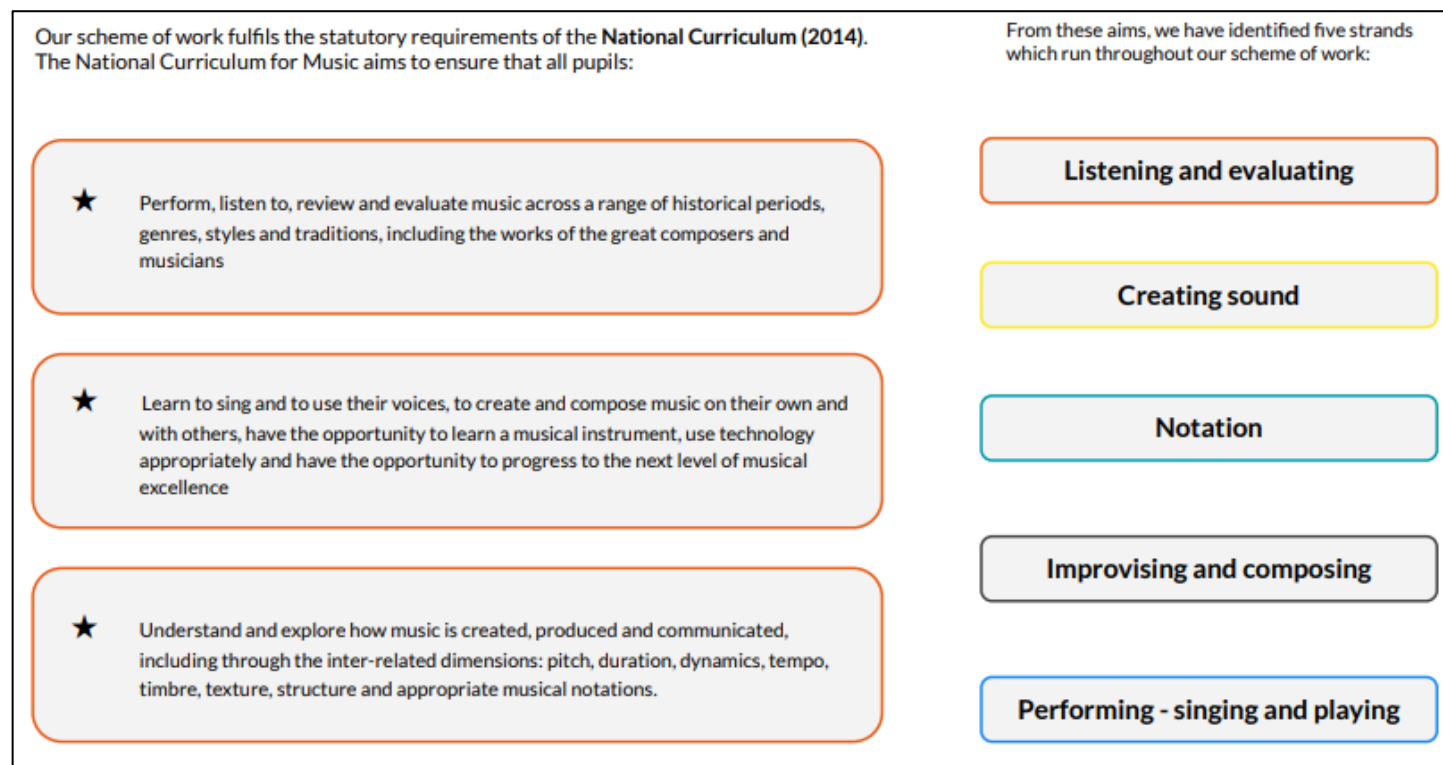
Aims and Objectives:

1. To provide a broad and balanced Music curriculum that enables all students to access and enjoy a wide range of musical experiences
2. To develop students' musical skills, knowledge, understanding, and appreciation of a variety of musical genres, styles, and traditions
3. To provide opportunities for students to engage and actively participate in various musical performances, including choirs, ensembles, and concerts
4. To cultivate students' creativity, expression, and confidence through composing, improvising, and performing music individually and in groups
5. To develop students' understanding of the historical and cultural contexts of music, including the study of significant composers and musicians from different periods and cultures
6. To ensure Music education is inclusive and accessible for all students, regardless of their background, ability, or individual needs

Curriculum Delivery

At St. Edward's, we follow the Kapow Primary's Music scheme of work, which enables pupils to meet the end of key-stage attainment targets outlined in the national curriculum.

The National Curriculum for Music aims to ensure that all pupils:



Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

As St. Edward's comprises of mixed-aged classes, a 2-year rolling programme has been created that ensures full coverage of the National Curriculum objectives. We have also ensured there is a range of musical styles covered and that the inter-related dimensions of music are given similar attention in terms of coverage.

Music Long Term Overview- Year A

Music Long Term Overview 2024-2025 (YEAR A)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Exploring Sound	Nativity Practise	Music and movement	Musical Stories	Big Band	Transport
Class 2	Keeping the pulse (My favourite things)	Nativity Practise	Pitch (Superheroes)	Instruments (Musical storytelling)	Singing (On this island)	Pitch (Musical me)
Class 3	Instrumental Lessons: Year 3- Recorder/ Year 4- Flute					
Class 4	Film music	Blues **	Musical Theatre	Theme and variations (pop art)	Composing and Performing a leavers song	Leavers Performance practise

*Class 1 to listen to music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas throughout the year to fill in gaps missed during Nativity Practise.

*Class 2 to use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow during the year to fill gaps from Nativity Practise. (Tempo)

*Class 3 will develop singing techniques during singing practise every week.

Class 4 are following 'blues topic' in Autumn 2 due to the children not learning about Egyptians.

All classes will listen to a piece of music every day from the music calendar. All children discuss the genre, instruments and their own thoughts and feelings about the music.

Music Long Term Overview 2025-2026 (YEAR B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Exploring Sound	Nativity Practise	Music and movement	Musical Stories	Big Band	Transport
Class 2	Dynamics (Seaside)	Nativity Practise	Call and response (Animals)	Musical Symbols (Under the sea)	Contrasting Dynamics (Space)	Structure (Myths and Legends)
Class 3	Instrumental Lessons: Year 3- Recorder/ Year 4- Clarinet					
Class 4	Looping and remixing	South and West Africa**	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Composition to represent the festival of colour (Theme: Holi festival)	Composing and Performing a leavers song	Leavers Performance practise

Class 2- Sound Patterns through fairy tales will be covered throughout the year due to Nativity Practise. They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairy tale.

Class 4- South and West Africa to be moved to Autumn 2 due to Leavers Performance practise being done in summer.

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The Kapow Primary scheme follows the spiral curriculum model, where previous skills and knowledge are returned to and built upon. Progression in skills and knowledge is mapped across year groups, ensuring a clear trajectory of learning from Early Years to the end of Key Stage 2. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school

- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth

Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross-curricular links with other areas of learning. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge Organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Music Tuition

At St Edward's, we follow our own music hub's music tuition programme, Accent music hub (Placing the Emphasis on Music Education across Warrington and Halton)

Accent Music Education Hub delivers music lessons against the National Plan for Music Education (NPME) vision, three aims and five strategic functions outlined in the National Plan for Music Education 'The power of music to change lives: a national plan for music education' (NPME, 2022).

The NPME articulates a refreshed vision for music education which is:

All children and young people should be able to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests and talent, including into a professional creative career.

Accent music hub delivers music against three aims in a Local Plan for Music Education:

1. To support schools and other education settings to deliver high quality music education
2. To support young people to further develop their musical interests and talent, including into employment
3. To support all children and young people to engage with a range of musical opportunities in and out of school

Accent also deliver on the 5 strategic functions of the NPME – Inclusion, Sustainability, Progression, Relationships with Schools, and Finance.

British Values & Spiritual, Moral, Social and Cultural Development

The music curriculum at St. Edward's, provides opportunities for pupils to develop spiritually, morally, socially and culturally, as well as develop their understanding and respect for the fundamental British values. All units have a composition element which provides children with opportunities to make their own musical choices. Additionally, all units require pupils to work and/or perform together and they should be encouraged to treat each other with respect when working collaboratively.

Our Music curriculum contributes to the Spiritual development of pupils by:

- Inspiring them to be creative and imaginative when composing
- Encouraging them to enjoy and respond to different genres and styles of music (Song of the Day)
- Giving them opportunities to discuss emotions evoked by music

Our Music curriculum contributes to the Moral development of pupils by:

- Providing opportunities to further explore moral issues surrounding different music styles (WW2, slave plantations, rock and roll), if this is appropriate, and chances to understand how viewpoints on these issues have changed over time

Our Music curriculum contributes to the Social development of pupils by:

- Giving them opportunities to collaborate with a group towards a shared outcome
- Enabling them to make decisions as a group, dealing with conflict when it arises
- Supporting children to give constructive feedback to their peers, considering the feelings of others when doing so
- Offering them regular opportunities to perform in class and in front of an audience

Our Music curriculum contributes to the Cultural development of pupils by:

- Allowing them to understand more about the importance of music in their own and others' heritage
- Helping them to see that music plays an important role in many cultures around the world
- Fostering respect for music associated with different cultures and the diversity of this music
- Broadening their awareness of cultural diversity by introducing them to music from around the world

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their acquisition of musical skills and knowledge.

To enrich the curriculum, regular opportunities for performance and collaborative music-making are provided, both within the school and in the wider community. For example, the children in EYFS and key-stage one perform their annual 'Nativity', and the children in key-stage two perform their annual 'Readings and Carol concert' in Autumn Term.

In addition, Year 2- Year 6 have the opportunity to take part in the 'Children of the Hub Sing' and Halton Primary Arts Network during Spring Term.

Furthermore, children have opportunities to perform at 'Halton Haven' light festival, for the Visually Impaired and in local care homes throughout the year.

There are regular performances which take place throughout the school year where children have the opportunity to perform in front of an audience.

Every Tuesday afternoon, all children come together to learn new songs and hymns in preparation for assemblies, collective worship or Mass. Children listen and appraise a piece of music at the start of each session and musical vocabulary is discussed and taught to the children. This is led by Miss McCulloch, St Edward's music lead.

Children also have opportunities to attend local music events; eg/ Liverpool Empire or The Brindley Theatre to watch a production.

Resources

Our school has a wide range of resources to support the teaching of music across the school. Musical instruments are kept in the corridor, next to the music display. Although teachers may choose to have some instruments readily available in the classroom for children to explore.

All teachers have access to 'Kapow' music scheme

All classes have access to 'Sparkyard' an online subscription with access to thousands of songs written by award-winning writers. It is readily available to help aid topics and wellbeing in school.

Class 3 have access to recorders and flutes (one per pupil)

Assessment of Pupil Learning & Progression

The impact of the music curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson, provided by Kapow Primary, includes guidance to support teachers in assessing pupils against the learning objectives and the end of each unit, there is often a performance element where teachers can make a summative assessment of pupils' learning. Much of the assessment is based on observation. When a teacher evaluates performing and composing the emphasis is on progression of skills and knowledge. Observation is used to note pupil's understanding, knowledge and skills and self-assessment and peer assessment are invaluable too.

Video recordings and photographs provide an opportunity for assessment and written recording can sometimes be a guide. EYFS and Year 1 – 6 use the 'Kapow' objectives and assessment criteria to assess against progress in knowledge and skills in relation to Age Related Expectations.

At St Edward's we use our school's 'Google Drive' to put all of our musical evidence online. We are able to assess against the learning objective on Kapow.

Pupil's progress in music is reported to parents and carers regularly through written reports and parent-teacher meetings. After implementation of our music curriculum, pupils should leave St. Edward's, equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following the Kapow Primary Music scheme of work is that children will:

Be confident performers, composers, listeners and will be able to express themselves musically at and beyond school

- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, historical contexts in which it is developed
- Understand the ways in which music can be written down to support performing and composing activities
- Demonstrate and articulate an enthusiasm for music and to be able to identify their own personal musical preferences
- Meet the end of key stage expectations outlined in the national curriculum for Music

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the teaching provided throughout the school via regular termly observations with feedback given to teachers, and 'pupil voice' interviews. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

Safeguarding and Health and Safety

- Safeguarding procedures will be followed to ensure the well-being of students during Music lessons, performances, and trips
- Risk assessments will be conducted prior to any musical activities, ensuring the safety of students and staff