

# Music Policy

## St Matthew's Catholic Primary School



Written September 2026

Review Date

## **Vision and Aims**

Music provides a unique way for children to understand and respond to the world around them, whilst introducing them to a variety of cultures. The appreciation and enjoyment of Music enriches all our lives, developing creativity, self-esteem and confidence, providing our children with a unique opportunity for self-expression. We are committed to providing a wide variety of opportunities for all of our children to create, play and perform musically, whilst developing the necessary skills to appreciate a wide-range of Music from around the world and a variety of historical periods.

## **Progression in Music**

Our Music curriculum is a spiral curriculum where core musical concepts—such as rhythm, pitch, composing, and appraising—are revisited repeatedly throughout year groups with increasing depth, complexity, and challenge.

Pupils return to the same foundational topics throughout the year, revisiting concepts, adding knowledge and vocabulary, notation, or instrumental skills. Each time a concept is revisited the curriculum builds upon previous achievements, reinforcing long-term musical memory and confidence.

Our spiral curriculum allows for progression in these core pillars of Musical learning:

- **Performing & Singing:** Developing vocal control, breathing, and instrumental technique.
- **Composing & Improvising:** Moving from simple body percussion to structured notation and instrumental knowledge.
- **Listening & Appraising:** Critically evaluating genres from global traditions, classical pieces, and pop history.

## **Curriculum Design and Planning**

The Music Lead has created a unique scheme of work based on National Curriculum objectives with the aid of a Music specialist. Class teachers deliver these units across three lessons each half term. EYFS Music is taught weekly by class teachers, following Charanga.

While there are opportunities for the children's abilities to develop their knowledge and skills in each teaching unit, the planned progression built into the scheme of work allows children to be increasingly challenged as they progress through the school, whilst our spiral curriculum creates the opportunity for consolidating knowledge and understanding.

Music is planned in two phases [long-term, medium/short-term]. The long-term plan maps the topics studied in each term during the key stage and the medium term plans are planned by the Music Lead, who is responsible for monitoring and reviewing these plans.

Class teachers assess children against lesson objectives and formally assess children at the end of each unit.

## **EYFS and Key Stage 1 Curriculum Design and Planning**

Children in Reception have weekly Music lessons with their Class Teacher, following the Charanga scheme. We relate the musical 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 range of musical experiences encourages children to make connections between one area of learning and another and so extends their understanding.

- Weekly Music lessons
- Christmas/Easter and end of year performances

- Hymn practise

In Key Stage 1, children have three Music lessons each half term taught by their class teacher. In addition to this they have the following;

- Christmas/Easter and end of year performances
- Termly Class Assemblies featuring the opportunity to perform a range of songs
- Choir
- Hymn practise

### **Key Stage 2 Curriculum Design and Planning**

In Key Stage 1, children have three Music lessons each half term taught by their class teacher. In addition to this they have the following;

- Christmas/Easter and end of year performances
- Termly Class Assemblies featuring the opportunity to perform a range of songs
- Choir
- Hymn practise

### **Strong foundations in Music**

In Reception, children develop early Musical understanding through singing a range of well-known nursery rhymes and songs in a group or on their own and moving in time and sync with different types of music. These foundations continue throughout school through carefully sequenced teaching and frequent practice. Children deepen their musical understanding through body percussion leading to instrumental skills and development.

### **Teaching and learning the St Matthew's Way**

At St Matthew's, Music allows us to deliver on the promise of "loving, learning and *shining* together with Jesus." At its heart, Music is a collaborative endeavour which brings people together and allows our children to *shine*!

Music is taught by individual class teachers, supported by our Music Lead, Mrs O'Hanlon. We give children the opportunity within lessons to work on their own and collaborate with others. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting tasks that are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty where not all children complete all tasks.
- Providing a range of challenges with different resources.

### **Inclusion and adaptation**

We teach Music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad balanced education to all. Teachers provide learning opportunities matched to the needs of children with learning difficulties, taking into account the targets set for individual children in their individual educational plans.

All teaching and non-teaching staff at St. Matthew's Catholic are responsible for ensuring that every pupil, regardless of gender, race, culture, background and ability have the opportunity to experience arts education at an appropriate and challenging level. To ensure that children experience high standards of success, creative development needs to be taught with regards to children's abilities to ensure progress. We aim to identify and minimise barriers to learning and take account of gender, ability, disability, social, cultural, and linguistic background when planning lessons. Provision is made to enable all pupils to participate effectively in curriculum and assessment activities.

Whatever the manner of class organisation, we try to ensure that no child adopts a passive role in Music at St. Matthews.

Music can provide the opportunity for new pupils with limited English to achieve and can therefore raise their self-esteem. It is a subject into which newly arrived pupils can easily be integrated. Music can encourage the development of a wide range of social skills through collaborative working and sharing of ideas. Through Music they learn to express themselves non-verbally and may, in this context, be able to contribute cultural knowledge and experience that is of benefit to all pupils.

### **Assessment and responsive teaching**

The specialist Music teacher assesses children's work through formative assessment during lessons and by end of unit audio recordings, where appropriate. At the end of each unit of work, the Music lead makes a summary judgement about the work of each pupil, along with the Class teacher, recording it on Insight.

### **Personal development and Building the Kingdom**

Through making music, children learn to work more effectively with other people and build upon good relationships. Music is the basis of many social activities and has an important role to play in the personal development of children.

Listening, creating and performing in Music can be a moving and even spiritual experience. We encourage children to reflect on the important effect that Music has on people's moods, senses and quality of life. Children at St. Matthew's have the opportunity to encounter Music from many cultures and through a growing knowledge and understanding of a range of Music, they develop more positive attitudes towards other cultures and societies.

### **Leadership monitoring and review**

The Music Lead is responsible for the standard of children's work and for the quality of teaching and they monitor this through lesson observations, planning scrutiny and regular meetings with the specialist Music teacher. The Music Lead is also responsible for completing termly action plans to strengthen and develop their subject. During Subject Lead Time, the Music Lead will hold lesson observations, pupil voice and meet with Class teachers to discuss the teaching of Music across the school.

The class teacher assesses children's work through formative assessment during lessons and by end of unit aural recordings, where appropriate. At the end of each unit of work, the Class teacher makes a summary judgement about the work of each pupil, which can be reinforced by the Music Lead.

**Working with families**

Year group curriculum information is shared with parents and carers, along with practical ways to listen to a range of high-quality music at home. Teachers discuss individual progress and support with families as needed. The school's published information should reflect the curriculum pupils actually experience. Parents are able to attend performances throughout the year to enjoy their children performing Musically.

**Homework**

Children are welcome to attend Choir after school on a Monday to develop their singing skills.

**Related guidance**

Early Years Foundation Stage statutory framework; National Curriculum in England Music programmes of study; Charanga; school assessment and SEND policies.