



Read St. John's Music Policy

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.

Intent

The new national plan for music education states that the power of music changes lives. At Read St. John's, we believe that this is the case and it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Music helps with self-esteem and plays an important part in nurturing a positive attitude to life. Children are empowered to make musical choices, especially in creating, composing and structuring. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen, evaluate and to appreciate music across a range of historical periods, genres, styles and traditions. Children develop descriptive language skills in music lessons when learning about how music can represent feelings, emotions and narratives. We also teach technical vocabulary used in formal music to depict different scales and time signatures. We explore the musical elements: dynamics, pitch, beat and rhythm and encourage children to discuss music creatively using these terms. Simple notation is introduced in KS1 and developed at appropriate levels throughout the school, ranging from picture notation to formal notation throughout KS2.

Implementation

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn 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. A curriculum overview is provided in our separate music knowledge and skills progression document and topic map.

The Charanga New Creative Curriculum scheme of work is used alongside the Model curriculum and the original scheme from Year 1 to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. By adapting and using these schemes together, the deeper learning experiences are fulfilled at the same time as fostering a love of singing. In Reception the creative curriculum scheme of work is used alongside classroom songs and nursery rhymes.

Pupils in year 1 and 2 explore percussion instruments and recorders are introduced in Year 2. Subsequent year groups then have the opportunity to learn glockenspiel and recorder in the classroom. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Opportunities are taken to perform in class, in whole school assemblies and also to parents and the wider community.

Christmas productions involve KS1 nativities and whole school carol services where every child has the chance to perform in front of a large audience, individually, as a class and as a whole school.

Additional opportunities are offered in music, such as the key stage 2 choir which performs regularly in school and at events in the local community. The choir have regularly taken part in “Let’s Go Sing” project with performances at King George’s Hall, Blackburn. The “Let’s Go Sing” team come into school to work with the choir members and staff each half term leading up to the big performance in the Spring term.

EYFS Curriculum

Within the EYFS Statutory Framework document, music is included as part of the Expressive Arts and Design area of learning. Music is taught in Reception using the Charanga scheme of work. The children will sing songs, make music and dance, and experiment with ways of changing them and explore the different sounds of instruments.

National Curriculum

KS1

The children will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

KS2

The children will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

The children will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points.

Spiritual, moral, social and cultural development

Spiritual development:

This aspect of the curriculum is encouraged through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulation. Where pupils are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

Moral development:

We encourage our pupils to engage in critical discussions of musical performances and dramas/presentations from other pupils. Where there is a specific cultural or social reference that is explicit in the work examined we encourage pupils to reflect upon this. Where pupils present their own work we ensure fair and objective assessment and evaluation of their work.

Social development:

Students collaborate routinely in group tasks where they take responsibility for their own learning outcomes and progress. We encourage the skills of independence, resilience and time management. Where they engage in group tasks we build a sense of unity which leads to them addressing their individual abilities and strengths and learning to build upon these collaboratively. Where they are required to express their feelings students are encouraged to do

this sensitively with an awareness of the needs of others. Through our whole school and class performances we ask pupils to pool ideas to help develop the repertoire of songs and musical performances and to give suggestions for organisation and improved performances.

Cultural development:

The resources and musical examples used across both Key Stages for our children encourage a respect and deep appreciation for cultures around the world that have contributed to the development of our current popular musical styles. This is clearly shown in the charanga scheme of extensive musical examples. This philosophy also underpins our selection of music for performance events whether they are for class or whole school productions. We encourage students to create their own music and to incorporate different musical influences in their own composition, particularly upper KS2.

Assessment, Monitoring and Moderation

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Music is monitored throughout all year groups using a variety of strategies such as recording of final pieces and a scrap book for each unit, lesson observations and pupil interviews. The assessments are built into each unit and also at the end of each year where time is given to reflect, rewind and replay. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walks
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor.

Health and Safety

We are fortunate to have a range of musical instruments, some from different countries.

We have a close link with Lancashire music services who have come to school to provide assemblies and workshops for the whole school.

Whenever possible we take advantage of the inspiration and training from BBC TenPieces and BBC school concerts.

The choir regularly take part in local events within the community. Annually they participate in the Lets Go Sing project.

Resources

In using the Charanga schemes throughout the school, the progression and continuity in developing musical skills and musical awareness is ensured. The programmes build on skills and understanding at each stage and gives the opportunity for gifted and talented children to further develop their own musical skills and creativity.

We have a large and varied amount of tuned and untuned percussion. Including instruments from other countries. We have a full class set of glockenspiels and a good supply of recorders, although we do encourage children in Year 2 to buy their own.

Impact

All children will have experienced a range of musical experiences, including the opportunity to learn an instrument and will have been given the opportunities to perform.

Music gives all children of all abilities the chance to express themselves in their own way without any barriers. Music stimulates creativity and imagination. The performing element in our music lessons helps to empower and strengthen each individual in character and self-confidence. It provides sensory experiences and a unique way of responding to and understanding the world. It enables children to communicate what they see, feel and think. It enables children to be involved in shaping their environment and to become creative and critical thinkers as well as problem solvers. It can be a calming and rewarding experience contributing towards mindfulness and a clearer understanding of oneself, others and the world around us. At Read St. John's 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. The musical performances that they take part in are imaginative, skilful and most of all enjoyable.

The impact is demonstrated through the children's learning outcomes by the end of KS2. They will:

- be able to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

This policy was written in September 2026 and will be reviewed in July 2027