

Music Policy



Our Mission

'At SS John and Monica's we learn through the example of Jesus to love, respect, understand and value each other'

1. National Curriculum Rationale:

The music curriculum is defined by the National Curriculum for Music and the Early Years Foundation Stage. At SS John and Monica Catholic Primary School, Kapow Primary Music is our principal scheme for curriculum music from Reception to Year 6. The scheme provides a progressive and sequenced curriculum in which pupils revisit and build upon prior knowledge and skills through singing, listening, performing, composing, improvising, notation and the use of music technology. In EYFS, children explore sound, pulse, movement, instruments and musical stories through developmentally appropriate practical experiences. Instrumental tuition and wider musical opportunities complement, rather than replace, the taught music curriculum.

'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.'

Aims:

The national curriculum for music aims to ensure that all pupils:

- 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.*

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should 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.*

Key stage 2

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

2. The Aims of Music Education

Music is a powerful and unique form of communication that can change the way children feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. Music promotes children’s spiritual, cultural and social development. The learning of music develops an awareness and appreciation of musical traditions, from the past and present, in a variety of cultures and societies. This helps children understand themselves and relate to others, forging important links between the home, school and wider world. The teaching of music develops children’s ability to listen and appreciate a wide variety of music and to make judgments about musical quality. It encourages active involvement in different forms of music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

Aims:

- To make music learning enjoyable and memorable.
- To give children a safe place to express themselves.
- To give children a chance to take ownership of their musical performances.
- To give children the chance to take part in high quality musical performances on a regular basis.
- To enable each pupil to explore and develop their musical experience and potential
- To develop an awareness of the artistic aspects of human experience and the value of stimulating and expressing these through music.
- To develop an appreciation of individual differences and an ability to co-operate within a musical framework.
- To develop aural discrimination and interpret sound in music.

- To develop an awareness of possible cultural differences and/ or similarities in musical presentation and reception.
- To explore the links between musical experience and other curriculum areas.
- To use ICT within the classroom to enhance all aspects of the Music curriculum.
- To ensure equality of access and learning opportunities for all pupils.

3. Planning, Teaching and Learning

Teachers use the Kapow Primary Music scheme and the school's agreed long-term plan to support curriculum planning and delivery. Lessons are practical and progressive, with clear musical knowledge and skills developed over time. Teachers adapt teaching appropriately so that all pupils, including pupils with SEND, can participate, succeed and make progress. Where appropriate, links are made with other curriculum areas, Catholic life and mission, collective worship and school events, while maintaining the integrity of the music curriculum.

Where specialist or peripatetic instrumental teaching takes place, provision is planned alongside the class music curriculum. Instrumental tuition and enrichment provide additional opportunities for pupils to develop performance skills, musical confidence and enjoyment.

The Music Subject Leader is responsible for monitoring curriculum implementation, supporting staff, reviewing resources and ensuring that the school's provision reflects current national expectations and developments within the Kapow Primary scheme.

4. Kapow Primary Music – Scheme Overview

Kapow Primary Music provides the core structure for music teaching across Reception to Year 6. The school follows the Kapow Standard long-term plan, which was refreshed for 2026/27. Across the curriculum, pupils develop musical understanding through interconnected experiences of performing, singing, listening, composing and improvising. They progressively develop their understanding of musical elements including pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation, while also encountering music from a wide range of traditions, cultures, styles and historical periods.

The 2026/27 Kapow curriculum strengthens progression in practical musicianship and includes opportunities for playing in a band, reading and using musical notation, global music, composition and music technology. In Key Stage 2, pupils also use Kapow Music Maker, where units require it, to explore digital composition and audio production. The long-term plan is reviewed as Kapow publishes refreshed units so that school planning remains aligned with the current scheme.

5. Additional Musical support and Enrichment

The school values music beyond curriculum lessons and aims to provide pupils with a range of opportunities to perform, participate and experience music together. Current enrichment opportunities may include:

- Peripatetic instrumental tuition, including violin and recorder teaching.
- Additional instrumental opportunities through external music partners, where available.
- Opportunities for pupils to perform to parents, carers and the wider school community.

- Music within collective worship, Mass and whole-school singing.
- School choir opportunities for pupils in Key Stage 2.
- Opportunities to participate in musical outreach, partnership events and performances beyond school.

6. Assessment and Recording

Assessment is an integral part of teaching and learning in music. Teachers use ongoing formative assessment during Kapow lessons to identify what pupils know, understand and can do, and to inform future teaching. Evidence may include teacher observation, pupil discussion, practical performance, composition, recordings and pupils' ability to apply musical vocabulary and skills. Assessment should be proportionate and should not create unnecessary written recording in a practical subject. Parents and carers receive information about pupils' learning through the school's usual reporting arrangements.

Assessment is primarily formative and reflects the practical nature of music. Teachers consider pupils' developing knowledge and skills across singing, listening, performing, composing and improvising, together with their understanding of the inter-related dimensions of music.

It can take a variety of forms:

- Observation of pupils during musical activities and performances.
- Video or audio recordings, where appropriate, to capture performance and composition.
- Pupil discussion and use of appropriate musical vocabulary.
- Pupils' evaluation of their own work and the work of others.
- Evidence of collaboration, rehearsal and ensemble skills.
- Application of knowledge and skills within practical musical tasks.
- Teacher assessment against the intended learning and progression within the Kapow curriculum.

7. Resources

A range of tuned and untuned instruments is available across the school, with additional resources stored centrally for shared use.

Age-appropriate instruments and musical resources are available to support practical music-making in EYFS and Key Stage 1, with access to suitable resources throughout Key Stage 2.

The school has access to keyboards/piano and a range of classroom instruments to support singing, performance and composition.

The school maintains a Kapow Primary subscription, giving teaching staff access to the current Music scheme, lesson materials, audio and video resources and, where applicable, Kapow Music Maker for music technology units.

Resources are reviewed regularly by the Music Subject Leader to ensure they are safe, suitable and sufficient to deliver the curriculum. Staff should report damaged or missing instruments so that repair or replacement can be considered.

Review: September 2028 (or earlier if national guidance or the Kapow scheme changes)