

# **ST JOSEPH'S CATHOLIC PRIMARY SCHOOL**



## **MUSIC POLICY**

**Reviewed: September 2025**

**To be reviewed: September 2027**

## **MUSIC AT ST JOSEPH'S**

This Music Policy aims to outline our comprehensive approach to teaching music at St Joseph's, in accordance with the 2014 National Curriculum in England, and to uphold the expectations set by Ofsted. Our commitment is to ensure that all learners develop a strong understanding of music concepts, foster a positive attitude towards learning, and achieve their full potential in music. Our Music Curriculum is delivered through the Charanga Music Scheme and is informed and enhanced by the Model Music Curriculum (March 2021).

### **VISION STATEMENT**

Our vision is to provide a high-quality music education which enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to provide a music education that engages and inspires pupils to develop a love of music and nurtures their talent as musicians.

### **INTENT**

We believe that all children should have access to music as part of a broad and balanced curriculum. It can be integrated across the whole curriculum to add value to topics and themes. We hope to enrich the children's learning and provide opportunities for participation in musical activities at their own level of understanding and ability.

Our music curriculum aims to ensure that all children are provided with a progressive and enjoyable curriculum that enables each pupil to grow and flourish musically at their own pace, to develop the ability to express ideas, thoughts and feelings through music and fosters a passion for music in children of all abilities. We also strive to offer a variety of opportunities for children to celebrate their talents, both within school and the community therefore deepening their participation and love for music in a wider context.

### **IMPLEMENTATION**

In EYFS, pupils access musical opportunities regularly throughout the week, linked to their topics and themes. Opportunities to develop musical skills are found within continuous provision, giving children the opportunity to engage in the specific area, Expressive Arts: Being Imaginative and Expressive. The use of a wide range of songs is prominent throughout all aspects of learning, such as counting songs and music from a range of cultures. Additionally, Reception pupils receive short music lessons using the Charanga scheme where appropriate.

In Key Stage 1 and 2, pupils receive a minimum of one hour of teaching a week, using lessons from the Charanga Music Scheme. All children have the opportunity to explore and play a range of untuned percussion instruments. Glockenspiels are used throughout music lessons in KS1 and KS2, where children progressively learn to play this tuned instrument.

At St. Joseph's all pupils will experience a professional musical experience and there are several opportunities for our children to perform musically in front of an audience.

## **IMPACT**

Children at St. Joseph's will demonstrate a deep understanding of music.

By the end of the EYFS children will be able to;

- Sing a range of well-known nursery rhymes and songs.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

In KS1 and KS2 our music curriculum ensures that all pupils 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 various 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 and use technology appropriately.
- 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.

## **ASSESSMENT**

Assessment happens on a variety of levels and is used to inform teachers, SLT and Governors on pupil attainment and progress.

### **Formative Assessment**

This happens in every lesson through teacher observations and questioning. Misconceptions and gaps are then addressed as quickly as possible (in the lesson) so that children are prepared for the next lesson and any new learning (circulate, assess and amend).

### **Summative Assessment**

In year 1-6, children are assessed at the end of each unit. When each unit is completed, children undertake an end of unit assessment which informs the teacher of each child's

understanding of that topic; this will then inform any future interventions which are needed to ensure the children have understood a concept.

The subject lead along with SLT, will have an overview of this whole school data to track the progress and attainment of cohorts which allows for analysis of strengths and areas of development across classes.

### **Reporting**

- Class Curriculum Maps are shared with parents online via our school website.
- We provide regular feedback to parents through parents' evenings, consultations and a written reports at the end of the year for individual attainment and effort.

### **CONTINUOUS IMPROVEMENT**

We conduct regular reviews of teaching practices and curriculum implementation, including seeking feedback from staff, pupils, and parents to identify areas for improvement. We evaluate pupil performance data to inform strategic decisions about curriculum delivery and resource allocation. Findings are discussed with the Senior Management Team and the staff and then reported to the Governors through the Curriculum Committee.