



Music curriculum policy

Mission Statement:

With Christ, we live, love, learn and grow.

Curriculum Intent:

At St Mary's, we recognise music as a universal language that is accessible to all. Our music curriculum introduces children to music from around the world and across generations, encouraging respect and appreciation for the musical traditions of diverse communities.

We aim to deliver a music education that engages and inspires, nurturing a lifelong love of music while developing the skills, knowledge, and understanding needed to become confident performers, composers, and listeners. Pupils will develop musical skills including singing, playing tuned and un-tuned instruments, improvising, composing, and responding to music. They will also gain an understanding of the historical and cultural contexts of the music they encounter and learn how music can be recorded and written down.

Through our music curriculum, children acquire transferable skills such as teamwork, leadership, creativity, problem-solving, decision-making, and performance – all of which support their development as learners and contribute to their wider lives beyond school.

Curriculum Implementation

At St Mary's, we use **Kapow Primary's Music Scheme of Work**, which enables pupils to meet the end-of-key-stage attainment targets outlined in the National Curriculum. It is an online scheme of work that takes a holistic approach to music. The following strands are interwoven to create engaging and enriching learning experiences:

- Listening and evaluating
- Creating sound
- Notation
- Improvising and composing
- Performing

Each five-lesson unit integrates these strands within a cross-curricular topic designed to spark imagination and encourage enthusiastic musical exploration. Pupils learn to sing fluently and expressively, and to play instruments with accuracy and control. They also explore and apply the interrelated dimensions of music: **pitch, duration, tempo, timbre, structure, texture, and dynamics**.

Early Years Foundation Stage (EYFS)

In EYFS, child-led learning is central. We support children in using music during play—whether singing, listening, dancing, or playing instruments—allowing them to express creativity and emotion while deepening musical understanding. Music is accessed through a well-planned continuous provision area and whole-class Kapow lessons in both Nursery and Reception.

Key Stage 1 & 2

Kapow follows a spiral curriculum model, where key knowledge and skills are revisited and built upon at developmentally appropriate levels. This approach allows complex musical concepts to be introduced in an accessible and engaging way, laying a strong foundation for progression throughout primary school.

Teachers use knowledge organisers to share key vocabulary and concepts with pupils at the start of each unit. Each unit begins with an Initial Retrieval Practice Map, helping pupils recall prior learning and connect it to new content (see our Music Curriculum Overview).

Adaptive Teaching

Kapow includes adaptive teaching strategies in every lesson to ensure all pupils can access and succeed in their learning. These include:

- **Scaffolding** – flexible activities that allow for support or challenge
- **Multi-sensory approaches** – engaging different learning styles
- **Clear instructions and structured tasks** – reducing cognitive load
- **Collaborative and independent learning opportunities** – building confidence and autonomy

National Curriculum Aims

The 2014 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 great composers and musicians
- Learn to sing and use their voices, create and compose music individually and collaboratively, and have opportunities to learn instruments and progress in musical excellence
- Understand and explore how music is created, produced, and communicated, including through pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate notation

Musical Opportunities at St Mary's

- Teacher-led curriculum class music lessons during most half terms
- Music appreciation (listening & evaluating) during assemblies using **BBC Ten Pieces**
- Half-termly hymn practices for liturgical celebrations: Harvest, Christmas, Easter, Feast Days, and Year 6 Leavers' Mass
- Christmas performances for EYFS & KS1 in school & KS2 Nativity in St. Mary's church
- Annual school talent show

Extra-Curricular Music

- In Key Stage 2, pupils are encouraged to learn a musical instrument through the Lancashire Music Service PDP scheme, with peripatetic staff offering lessons in woodwind, strings, keyboard, and guitar.
- Our KS2 school choir have performed in events such as:

Let's Go Sing at King George's Hall, Blackburn
CSSP's Big Sing at Chorley Town Hall
Carol singing at our local parish centre for the SVP group

- We also welcome visiting musicians for live performances, including:

BBC Early Ears Orchestra Experience
Parental volunteers that perform live music

Curriculum Impact:

Monitoring and Celebrating Musical Progress

Each of our music lessons begin with a **'recap and recall'** activity, allowing pupils to retrieve prior learning and prepare for new content. Teachers make informal judgements on pupil readiness and retention.

The **'Assessing Progress and Understanding'** section in each lesson helps identify pupils who are secure or working at greater depth. Each unit concludes with an **Assessment Quiz** featuring multiple-choice and open-ended questions, providing evidence of pupil progress across the year and between key stages.

Recording pupils during practice and performance sessions is a valuable tool for both teaching and assessment. These recordings enable teachers to reflect on group and individual performances, helping to identify pupil strengths and areas for development. They also serve as a record of musical progression over time.

To evaluate the impact of our music curriculum, subject leaders carry out learning walks, book study, and pupil voice interviews. These strategies help assess the knowledge and skills pupils retain and apply to their learning.

A digital portfolio of class performances and practical music activities is maintained on the school server. For Early Years Foundation Stage (EYFS), evidence is shared via Tapestry, while Class Dojo is used across other year groups to celebrate pupil achievements and keep parents informed. Additionally, pupil progress in music is reported annually in our end-of-year school reports.

Policy updated 3/11/25. Review date: November 2026

Mrs N Cahalin – Music lead

