



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

# Music Policy

Reviewed May 2026

Next review May 2027

## Our Mission Statement

‘Believe, Belong, Be the Best that  
you can Be’

*"Whatever you do in word or deed, do  
everything in the name of the Lord."*

*Colossians 3:17*

**"There is music in every child. The teacher's job is to find it and nurture it."**

Frances Clark

### Intent

At Warton St. Paul's, we strive to engage and inspire our pupils to develop a love of music. We believe that music is a unique and powerful form of communication that can affect our mood and the way that we feel, think and act. Our vision for music is that we provide every child with high quality music experiences which engage and inspire them. We aim for every child to leave Warton St. Paul's Primary Academy with a range of musical skills, knowledge and an understanding and love of music which they can carry with them for the rest of their lives.

### Implementation

Music at Warton St. Paul's is taught as a discrete, standalone subject to ensure high-quality, sequential learning. To maintain consistency and expertise, music is currently delivered to all classes by a subject specialist. This model ensures that the complex skills of composition, notation, and performance are modelled accurately and progressed effectively from EYFS through to Year 6.

This year, we have implemented the new Music Crew curriculum. This scheme is fully aligned with the National Curriculum, EYFS statutory framework, and the Model Music Curriculum (2021). The Music Crew curriculum is designed with fine-tuned progression, ensuring each unit builds directly on prior learning. Musical concepts are explored through a balanced blend of singing, listening, performing, and composing. Unique to our provision, every unit includes an outdoor musical experience to ground learning in diverse environments. Each unit of work also features a high-quality repertoire piece with an engaging backstory. This exposes pupils to a wide range of composers, genres, and cultures, fostering a global perspective.

We prioritise 'learning by doing' in our music provision. Pupils develop their understanding through:

- Built-in Instrumental Teaching: Pupils in Year 2 and Year 3 receive structured instruction on the recorder, moving from untuned percussion in EYFS/KS1 to formal melodic instrumentation.
- Musicianship: Children are taught to control sound and tempo, singing and playing in time. They explore musical literacy by representing sounds both graphically and through traditional notation.
- Composition: Pupils move from simple improvisations to composing original pieces, using both tuned and untuned instruments.

We aim to make music memorable by weaving it into the daily fabric of school life. Singing is integral to our identity. We develop pitch, expression, and ensemble skills through daily worship and a weekly whole-school singing assembly. Confidence is built through a robust calendar of events, including the KS1 Nativity, Family Carol Service, and the Year 6 Leavers Show. Our Singing Club (Y1 - Y6) extends this further, performing at community events such as the Village Church Carol Service, School Family Christingle and School Fairs.

To ensure pupils retain their learning, we use a clear assessment framework, comprising built-in digital recording and reflection tools, which allow for real-time feedback during lessons. Each unit of work concludes with a short quiz-based assessment to check for understanding of key concepts. An

end-of-year summary sheet tracks individual progress, which is reported to parents to celebrate musical achievement and identify next steps.

### Impact

Through our music provision, our children will:

- Develop a genuine love for a wide variety of musical styles and cultures, understanding how sounds are produced across a diverse range of instruments.
- Build a secure internal sense of beat and rhythm, alongside a strong grasp of technical musical vocabulary used to describe and deconstruct sound.
- Develop the interrelated skills of composition, improvisation, and performance. They will move from simple rhythmic patterns to using the Music Crew virtual recording studio to create and refine their own works.
- Enjoy a vast repertoire of songs, developing the ability to sing in tune with controlled expression and an awareness of others in an ensemble.
- Experience the satisfaction of the creative process, fostering a growth mindset where they view musical challenges as opportunities for discovery.

Using Music Crew's recording tools, we capture snapshots of pupil performances and compositions. This creates a digital record of progress, allowing teachers and pupils to reflect on how their skills have developed over time. Impact is also monitored through unit-specific quizzes and practical demonstrations. This is to ensure that the spiral curriculum is working, confirming that music skills and knowledge are being embedded and retained.

Progress is celebrated through termly reports to parents and regular performance opportunities. Success is measured not just by technical accuracy, but by the confidence and engagement children display when performing for the school and the wider Warton community.

### Teaching and Learning

Music is incorporated into the Early Learning Goals in the Early Years Foundation Stage and is firmly embedded in our Early Years provision. Music is part of the Expressive Arts and Design area of learning, and is used to support all areas of learning, including linguistic, social and mathematical development.

We follow the award-winning Music Crew curriculum for our EYFS, KS1 and KS2 curricula. This scheme has an integrated, practical, exploratory, creative and spiral approach to musical learning. While there are opportunities for children of all abilities to develop their skills and knowledge in each unit, the progression carefully planned into the curriculum means that the children are increasingly challenged as they move through the school, building on their prior learning and embedding their skills and understanding. All musical learning in Music Crew is based around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

### Resources

The following resources are available to aid the teaching of music at Warton St. Paul's:

- Music Crew curriculum and online resources (e.g. online keyboard, digital recording studio)

- Laptops and whiteboards (projector in the hall) in all classrooms
- A selection of un-tuned percussion instruments
- Tuned instruments – glockenspiels and recorders

### Assessment

Children demonstrate their ability in music in a variety of ways. Teachers assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum and Music is reported on to parents at the end of the school year.

### Equal opportunities

Activities are carefully planned by the class teacher and differentiated where appropriate for children with SEN and Gifted and Talented children. Learning experiences in music are available to every child, regardless of race, gender, class or ability. Pupils are encouraged to value social and cultural diversity through musical experiences.

### Inclusion

We recognise that in all classes, children have a wide range of musical ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. By using scaffolded resources and visual aids, we ensure that the impact of our music curriculum is felt by all, including those with SEND, ensuring every child experiences success and satisfaction.

### Role of the Subject Leader

The coordination and planning of the music curriculum are the responsibility of the subject leader, who also keeps colleagues and school governors informed about developments in music and provides a strategic lead and direction for the subject; discusses progress with the Head Teacher and evaluates strengths and weaknesses in music; reviews the success of the Charanga music scheme and reviews evidence of children's work; arranges external music providers to work with different year groups.

**Miss E Towers (RE Lead)**

**Reviewed: May 2026**

**Next review: May 2027**