



Join the faith and learning journey



St Antony's RC Primary School

Music Policy

Mission Statement

St. Antony's School is part of the Roman Catholic community of the Holy Family, where Jesus Christ is our inspiration as we raise standards and aspirations for all of our children.

INCLUSION STATEMENT

In this school, we are educating our children to:

- know who they are - a special and unique gift from God
- know why they are here - we all have a purpose and responsibility to look after God's world
- work hard and aim high for their future- find and use their God given talents to be what God intended them to be.

We are a Catholic community, in a modern society, where everyone is equal. The most loving and merciful Jesus Christ is our role model, and He welcomed everyone. All children are welcome in our school, and they and their families become part of our St. Antony's family. We will love and nurture them, and do our best to help them, on their faith and learning journeys, to become what God wants them to be.

Adopted by Governors:(signed on hard copy)

Date:

Review date:.....

POLICY INTENT

The intent of our music curriculum is for children to develop a love of music and inspire them to develop their talent as musicians through performing, listening, reviewing and evaluating music across a range of genres. We want our pupils to learn to sing and use their voices to create and compose music and have the opportunity to learn to play a musical instrument and progress to perform on their own and in ensembles. We want them to leave St Antony's be able to understand music vocabulary and how music is created, produced and communicated, through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations, ready for the next stage of their educational journey.

'Addressing one another in psalms and hymns and spiritual songs, singing and making melody to the Lord with your heart'
Ephesians 5:19

AIMS

We follow the aims of the statutory Early Years Foundation Stage framework and the KS1 and KS2 National Curriculum. These aims form the basis upon which our distinctive curriculum is built.

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.

IMPLEMENTATION OF THIS POLICY

SUBJECT LEADER ROLE

The subject leader for Music is Mrs Haylie Macneal.

The subject leaders are responsible for the day to day management of resources, keeping up to date in curriculum innovation, sharing good practice with staff and ensuring that planning for the subject is progressive and in line with national expectations.

Subject leaders are the 'expert' in school and can offer support to other staff including signposting where necessary.

Together with the Headteacher and Governors, they are involved in the monitoring, review and evaluation of their subject both as a standalone and as part of the wider curriculum.

RESOURCES USED

At St Antony's we understand that the use of progressive musical learning is crucial to building children's musical skills.

We do this weekly through the use of the **Charanga** online resource which is adapted to suit our school and pupils needs. The Charanga Music Curriculum provides teachers with a clear sequence of musical activities to use in the primary classroom. With fabulous Out of the Ark songs at its heart, it uses a skills-based approach where key musical concepts and themes are developed and revisited across the year groups, building on knowledge and understanding at every stage.

The **BBC Ten Pieces** helps classroom teachers and ensemble leaders open up the world of classical music to 7-14 year olds. Explore our exciting films, lesson plans, instrumental arrangements and live event.

Bolton Music Service are teaching around year 4 children weekly to play a musical instrument.

Can Do Music is an intervention programme for children who need support in their communication and behavioural development.

Salford Singing Programme is a framework divided into two broad but of course totally interrelated categories; areas of focus in the music curriculum and notation. The curriculum elements can be taught using almost any musical content within sessions and to be successful, the notation resources - written for the NSSP by Lucinda Geoghegan and NYCoS - must be used in order and incrementally.

CURRICULUM PROGRESSION THROUGH THE STAGES

Ofsted have stated that "**We will not always know the learning outcomes**" so segregated learning objectives at the start of each lesson are not appropriate. Musical teaching and learning is not neat or linear, children do not learn in straight lines. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children develop new musical skills and concepts, and also revisit established musical skills and concepts. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards; it enables them to re-enforce their musical understanding in order to improve the quality of their musicianship. To achieve mastery means gaining both a deeper understanding of musical skills and concepts and learning something new.

EYFS

By the end of EYFS children should...

- Use music to inspire imaginative movement.
- Be able to copy and follow instruction.
- Listening and learning to sing nursery rhymes.

•To perform in a group.

•To learn what pitch/rhythm/pitch sounds like but not introduced specifically to this language.

Year 1

By the end of Year 1 children should...

- Listen to a variety of music using different styles.
- Start to identify instruments used.
- Start to find and internalise the pulse using movement.
- Start using basic musical language - pitch/rhythm, tempo/pitch and dynamics.
- Describe feelings towards music.
- Begin to understand the importance of working together as part of a group when singing.
- To play an instrument using simple notes- and treat it with respect.
- To explore and create musical sounds with my instrument.

Year 2

By the end of Year 2 children should...

- Listen to a variety of music from different styles, traditions and times and being to identify where in the world they are from. •Start to recognise different styles of music and the instruments used.
- Begin to understand that pulse is the foundation of music upon which all the other dimensions are built.
- Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to.
- Begin to listen, with respect to other people's ideas and feelings towards music.
- Understand why we warm up our voices.
- To play an instrument and begin to recognise that music has a language e.g. notation.
- Make up simple improvisations on my own.

Year 3

•By the end of Year 3 children should...

- Listen with increasing concentration to a variety of music from all over the world and the different instruments used. •Explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music. •Use musical words/language/pulse/rhythm/pitch/tempo/dynamics/timbre/texture/structure.
- Pay attention and concentrate when my friends discuss the music that we listen to.
- Understand the importance of working together and how the musical outcomes are of a higher quality when we do.
- To play an instrument (including the violin) and to experience playing together as a group.
- To improvise my own rhythms to go with the notes that my teacher has given me.

Year 4

By the end of Year 4 children should...

- Begin to place music in its historical context based on different instruments and their sounds.
- To understand that every piece of music has a pulse but it is different.
- To understand and can explain more musical words/language - pulse/rhythm/pitch/tempo/dynamics/timbre/texture/structure.
- Comment and discuss views about music respectfully.
- Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song.
- To play an instrument (including the violin) and to see how music is written down when we play instruments.
- To improvise confidently.

Year 5

By the end of Year 5 children should...

- Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context. To recognise/identify different style indicators and different instruments and their sounds.
- To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement.
- To use musical words/language to describe the music that is listened to.
- To enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas.
- Enjoy singing in a group and think about how the whole song fits together.
- To play an instrument and to play tunes and improvise and compose using the violin.
- To feel confident creating improvised melodies with their voice and instrument.

Year 6

By the end of Year 6 children should...

- Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context securely. To confidently recognise/identify different style indicators and different instruments and their sounds.
- To understand and can explain that the pulse is the foundation upon which all other dimensions are built. I can keep a strong sense of pulse and recognise when people are out of time.
- To use musical words/language to describe feelings towards the music.
- To can confidently discuss other dimensions of music and how they fit into music that is listened to.
- To understand that when we sing, we should know what the song is about and how the melody and words work together.
- To play an instrument and to play solos.
- To feel more confident when improvising with more notes independently.

PLANNING AND SEQUENCING LEARNING

From Reception to Year 6, the learning consists of three termly Units of Work, excluding extra-curricular music opportunities (see the Long Term Plan).

What is included in each Unit of Work?

Listen and Appraise

Musical Activities include Games, Singing, Playing, Improvising and Composing
Perform/Share

Listen and Appraise

Introduce the song for the lesson to the class and allow the children to react freely to it, using body parts to feel the rhythm and the pulse. Discuss allow children to respond to the song, discussing what they think about the lyrics, the tune, the tempo (speed) and how it makes them feel etc.

Musical Activities

All activities are based around a song.

Games embed the Interrelated Dimensions of Music through repetition

Singing is at the heart of all the musical learning

Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children

Improvising with the song using voices and instruments occurs in some Units of Work

Composing with the song using instruments occurs in some Units of Work

Perform/Share

Share what has taken place during the lesson and work towards performing to an audience. Which each class will do in an assembly.

Musical Progression

The instrumental work is adapted allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities

EQUALITY

All pupils at St Antony's will be protected against discrimination according to the protected characteristics of the Equality Act. We aim to serve our community as our pupils deserve the best learning experiences. With this in mind, we purchase and use resources that promote: gender equality, positive SEND role models; are inclusive of different races, families and show sensitivity to world religions.

Children who are not making expected progress in music are monitored closely. Advice may be sought from the Music subject leader, in the first instance. All tasks are differentiated to ability. In some instances, children may need specific work to boost their progress such as the 'Can Do' music intervention or the SEND music scheme on charanga. They may be given extra group or individual support outside of class literacy lessons. These extra interventions are monitored and progress is recorded to judge value. All intervention is recorded on a provision map to monitor effectiveness of programmes. Children with IEPs may be given individualised tasks or specific programmes which support their needs when working with an SSA. Class teachers are responsible for the progress of all children in the class and oversee all children's work. For further details, see S.E.N. Policy.

ENRICHMENT AND MASTERY

At St Antony's we make music an enjoyable and fun learning experience and provide opportunity to demonstrate mastery in a variety of ways. Mastery means both a deeper understanding of musical skills and concepts and learning something new. All pupils have the opportunity to make music and to improvise and compose their own responses. The units of work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Other activities to enrich our music curriculum include

- Hymn practice.
- KS2 music folk day.
- BBC Music Day.
- Year 4 instrument lessons (wider opportunities sessions) • EYFS musical wake and shake.
- Class composers.
- KS1 nativity.
- Choir
- Blackburn Hospital carol singing.
- Church Choir
- Easter Praise
- Singing pantomime trip
- Remember singing.
- Harvest singing.
- King George's Hall singing
- Halle Youth Orchestra Trip
- Peace Day singing
- Musical Instrument Workshops
- Keyboard club
- Recorder club
- Signing club
- Charanga home learning
- Piano club
- Young Voices Concert
- Cathedral Choir

EXPERIENCES THROUGH THE CURRICULUM

Music shared can be music and topic linked, reinforcing new vocabulary and improving subject knowledge. This extends to the outdoor environment where music activities can take place. Examples include BBC super movers through Maths and English, Musical art and PE and musical worship through RE.

HOME SCHOOL LINKS

Assemblies, productions and competitions support parents in understanding how their children learn to understand music and the importance of music. Charanga is also a home learning resource for children to use at home to consolidate their school music lessons.

MEASURING THE IMPACT OF OUR POLICY

RECORD KEEPING AND ASSESSMENT

Teachers will assess children's work in music by making informal judgements as they observe them in lessons. At the end of each term teachers will record their class performance and save it on staff shared-media-music-year group this can be used to support teacher judgements. At the end of each half term teachers will make a summary judgement about each child in relation to the National Curriculum and state whether each individual child is working above, at or below expected levels for their year group. This information is then recorded on Target Tracker, the school's assessment system - teachers identify whether children have met each statement, are exceeding or working towards.

MONITORING, REVIEW AND EVALUATION

The music subject leader is responsible for monitoring the delivery of the national curriculum for music. She will collect in samples of pupils work as appropriate to monitor progression of skills across the school and observe and support music teaching as necessary. Each class will also be involved in a musical ensemble performance through hymn practice, class assemblies and special occasions which will also form part of the monitoring of this subject. The music subject leader will also provide a summary report to the Head teacher and governors evaluating music teaching and learning.

STAFF DEVELOPMENT

Staff have regular opportunities for CPD regarding music through the Music hub. Peer coaching and SIG group meetings are also available for new staff.

GOVERNORS INVOLVEMENT

The link Governor for this subject is

Subject leaders prepare bids for the finance committee; these are linked to school priorities. Subject leaders are asked to present their work to governors. This may be done in the form of a presentation to a committee or a professional dialogue with a link governor. Action plans are shared with Governors. There is a formal written report to governors annually. Link governors may come into school to watch lessons and take part in events or workshops. They may talk to pupils and look at written evidence.

CONCLUSION

We aim to give St. Antony's children the best possible start to their school lives and beyond.

Reviewed September 2026

This policy will be reviewed every two years.