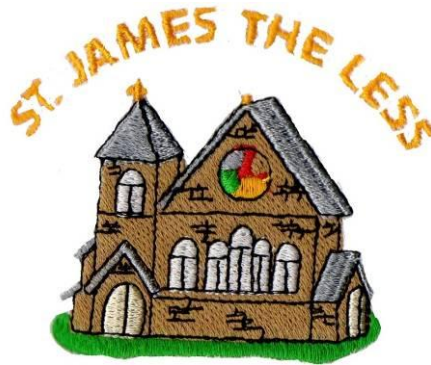


St James the Less RC Primary School

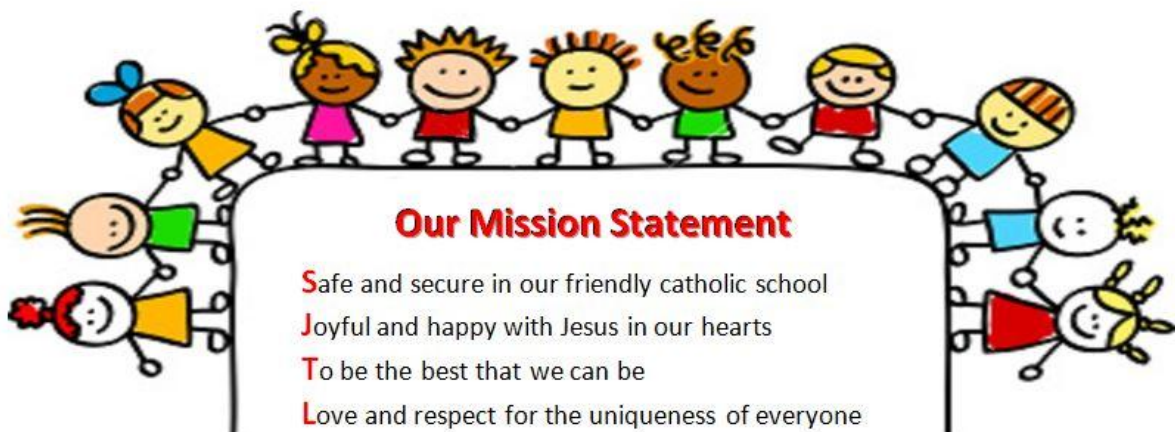


Music Policy

Updated Autumn 2025

'Praise him with timbrel and dancing, praise him with the strings and pipe.

Praise him with the clash of cymbals, praise him with resounding cymbals' – Psalm 150:1-5



1 Aims and objectives

1.1 Music is a unique way of communicating that can inspire and motivate children.

It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

1.2 The objectives of teaching music in our school are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

2 Teaching and learning style

2.1 At St James the Less Primary School we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We also teach children to make music together, to understand musical notation, and to compose pieces.

2.2 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. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (not all children complete all tasks);
- providing resources of different complexity, depending on the ability of the child;

3 Additional music teaching

3.1 Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is organised by the Local Education Authority's Music Service, and this school has chosen to participate in the programme. Parents who want their children to participate in the scheme must purchase or hire the instrument and pay the additional music lesson fees on a termly basis. These lessons are normally taught to small groups of children. This is in addition to the normal music teaching of the school, and usually takes place during lunchtimes.

3.2 At St James the Less we buy into the Lancashire music service, which enables a whole class to receive an hour of music tuition each week from a fully qualified and experienced music teacher. Musical instruments are also provided on loan from the music service.

4 Music curriculum planning

4.1 Our school uses the Kapow music scheme of work for music as the basis for its curriculum planning. While there are opportunities for children of all abilities to develop their skills and knowledge in each teaching unit, the progression planned into the scheme of work means that the children are increasingly challenged as they move through the school.

Cross curricular links and opportunities are explored wherever possible.

4.2 The class teachers decide the broad topics to be studied in each year group each term. Through this programme of study we teach the knowledge, skills and understanding set out in the National Curriculum 2014.

4.3 Our music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the children's music-making.

5 The Foundation Stage

5.1 We teach music as an integral part of the topic work covered during the year. As the reception class are part of the Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged

three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

6 The contribution of music to teaching in other curriculum areas

6.1 English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. Music is also used to stimulate discussion. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

6.2 Mathematics

The teaching of music contributes to children's mathematical understanding in a variety of ways. Children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based.

6.3 Personal, social and health education (PSHE) and citizenship

Music contributes significantly to the teaching of personal, social and health education and citizenship. Through the common goal of making music, children learn to work effectively with other people, and to build up good relationships. Music is the basis of many social activities, and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

6.4 Spiritual, moral, and cultural development

Creating, performing or listening to music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children at St James the Less Primary School have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

6.5 Diversity

All staff will promote diversity where appropriate, ensuring our diverse communities are accurately reflected and represented. This can be promoted by using a range of artists from all over the world.

7 Music and Computing

7.1 Information and communication technology enhances the teaching of music, where appropriate, in all key stages. Children may use computer programs and apps to compose music. They also use Computing to enhance their research skills, whether through the Internet or on computer programmer. They listen to music on the Internet, and they record their own compositions. They might experiment with editing voice recordings, which involves the use of a digital sound recorder. Children also use Computing to improve the presentation of their work.

8 Music and Inclusion

8.1 At our school we teach music to all children, whatever their ability and individual needs. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our music teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

8.2 We enable pupils to have access to the full range of activities involved in learning music. Where children are to participate in activities outside the classroom, for example in a musical festival at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9 Assessment for learning

9.1 Children demonstrate their ability in music in a variety of different ways. Teachers will 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.

10 Resources

10.1 There are a range of resources for all music teaching units in the school. We keep resources for music in a central store.

11 Monitoring

11.1 The work of the music subject leader involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for music in the school. The subject leader is responsible for auditing their subject area in which they evaluate the strengths and weaknesses in the subject, and indicate areas for further improvement.