



Together in God's love, we learn, inspire and grow



Music Policy

This policy has been adopted by the governing body
of
St Andrews' C of E Primary School.
It will be reviewed annually or as required.

Date written: September 2025

Music Subject Leader: I Barton

Signed: *P.Dwan* Deputy Head

Our aim for every child in St Andrew's C of E Primary School, is to leave with a strong foundation of musical knowledge, learnt and secured through a range of different experiences and to have developed a love for the subject and an inquisitive mind. Each Program of Study will be explored with a multi-sensory approach, and knowledge is developed appropriately as they move through the school. When planning and teaching music lessons at St Andrew's, we ensure music covers the key areas as laid out in the National Curriculum: • Singing • Listening • Composing • Performing/Instrumental Performance.

In addition, we follow the MMC to ensure a universal provision of music education, for all pupils throughout school. In time and resources, the provision is as follows:

- At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week.
- In Years 2 & 3, in addition to following the MMC, children have singing sessions with Liverpool Cathedral Schools Singing Programme to develop their vocal ability whilst learning the inter-related dimensions of music.
- In Years 4-6, in addition to following the MMC, children have whole-class instrumental tuition lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. This allows children to develop practical skills in learning an instrument.
- Access to pitched and unpitched instruments.

Whole School Curriculum intent

Our UNIQUE curriculum is designed to recognise and have a solid understanding of children's prior learning, providing **knowledge** and **learning experiences** which build **resilience** and **critical thinking**.

Central to this is excellent skills in **Reading** – the essential key to the whole curriculum. We provide opportunities to engage learning in a fun and nurturing way and every child is recognised as a **unique individual**.

We plan and provide a clearly mapped out curriculum which results in good quality outcomes. We model and promote **positive attitudes** to learning which reflect the values of our Christian school, **enabling** children to take **responsibility** for their lives. Children leave St Andrew's with a sense of **belonging** to an **outward looking community** where opportunities and aspirations are unlimited.

At St Andrew's we ensure that equality is embedded in all that we do.

Long term planning and curriculum design:

The Music curriculum is coherently planned and sequenced through the clearly defined National Curriculum programmes of study.

Music Intent

Music at St Andrew's ...

The music lead has worked in partnership with the curriculum lead to construct a music curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. We aim for all pupils to be excited and inspired by music, to know more, remember more and do more because of their engagement in exciting music lessons and through opportunities to explore and experience music from around the world. In line with our reading intent, we have ensured all pupils explore and engage in reading opportunities that develop the knowledge and understanding of music through time, appropriate to their age or ability. Ultimately, we want pupils to understand music and be inspired and motivated by the opportunities that lie within the subject; to leave primary education having learnt the skills needed to play a musical instrument; to be inspired and motivated by the works of musicians from the past and present and develop their own appreciation for music history; to give them the tools, knowledge and experiences they need in order to be independent and to delve deeper, so that they are prepared and well equipped to study music beyond the primary curriculum by the time they leave year 6.

Understanding

- Retrieval tasks are used the start of every lesson to revisit prior learning.
- Learning is sequenced so that it builds on prior learning and key vocabulary is revisited and then expanded.
- The children build on key knowledge each year.
- There are high expectations for all learners.

Nurturing

- There is planned vocabulary for each unit of work.
- The children are given an opportunity for planned performances.
- Taking part in music lessons helps children to develop confidence.

Individual

- Children are given the chance to display individual creativity and personal talents.

- Outcomes for lessons are adapted to suit children's abilities and strengths.
- Children are celebrated for their unique opinions, qualities, and talent.

Quality

- Children can perform to an audience and celebrate and praise each other's work and achievements.
- Children make links between prior learning and new learning
- Quality first teaching is consistent in all lessons.

Unlimited

- Children are encouraged to explore their personal skills and talents.
- Children have the opportunity to take their own creative journey throughout the school years.
- Children have the opportunity to join the school choir and be involved in a range of experiences in and out of school.

Equality

- The Music curriculum is structured for everyone and all children are able to access it.
- All children are included in music lessons.
- Knowledge outcomes, performances and skills are shared and celebrated at the end of each term.

Key principles:

Musical language and themes

Music lessons provide opportunities for pupils to communicate and develop musical language through:

- Sharing essential vocabulary at the beginning of every lesson and insisting on its use throughout
- Modelling by class teachers of musical language specific to the POS but also reinforcing in cross curricular subjects.
- Plenaries which give a further opportunity to assess understanding through pupil explanations.

Music in EYFS

As with all other areas of learning, the teaching and learning of music in our Reception class, takes place both indoors and outdoors through a wide range of practical and hands on activities. In the EYFS pupils experience and join in with dancing and ring games, 3 singing familiar songs, moving rhythmically, tapping simple rhythms and exploring how

sounds can be changed, they develop a strong sense of beat in order that they learn to read and speak well. The staff use their knowledge and expertise to plan for a high-quality learning environment which provides children with lots of opportunities to explore different aspects of **music**.

What does a Music lesson at St. Andrew's look like?

St Andrews's Lesson Structure:

- 1) **Prior assessment:** assessment through teacher observation, based on the prior knowledge the children have from previous learning.
- 2) **Recap** previous learning and vocabulary. Refer to previous learning and vocabulary.
- 3) **Introduce new learning:** explain new vocabulary, introduce the main musical concept for the lesson. Warmups - physically warming the body and sometimes vocal chords ready depending on the main task.
- 4) **Apply the new learning:** This will be a mixture of short tasks, explanation, demonstration and discussion - and a lot of practise to help reinforce learning. Use of practical activities and talk partners.
- 5) **Develop the new learning:** deepen understanding of the concept through a task (opportunities to develop the practical aspects of music and promote performing and composing. Develop skills required to help them think like a musician. (approx. 20 mins)
- 6) **Plenary:** Recap and reinforce learning, address misconceptions, celebrate success. Appraise performances. (approx. 10 mins)

How we ensure that pupils 'know more, remember more and can do more':

Progress is reviewed each lesson through the use of key questions. Analysis of differences between pre-learning and post-learning provide teachers and pupils with impact measures of teaching and learning within the unit of work. Completing a termly 'Snapshot Progression' activity in all year groups allows opportunity to evidence progression across the academic year. When pupils transition to higher education they will have a core set of musical facts alongside a wealth of experience and skills in understanding, appreciating, composing and performing music that they can apply to future learning.

How the music curriculum meets the needs of all pupils, particularly disadvantaged pupils and SEND pupils:

Children should not be discriminated against in terms of gender, race or ability. All children can participate fully in classroom music lessons and activities.

As part of the National Curriculum children will experience music from various countries and cultures.

We enable pupils to have access to the full range of activities involved in learning music. Children can participate in activities outside the classroom, e.g. in a musical festival, at another school, we carry out a risk assessment prior to the activity, to ensure that the activity, venue and method of travel is safe and appropriate for all pupils.

We have designed our curriculum to meet the needs of all our pupils in line with the school key priorities.

All class teachers know who their disadvantaged and SEND pupils are and can target them for specific questioning, support and resources in lessons. Learning opportunities within music lessons cater for all needs and are kinesthetic, visual and auditory. Pupils can also be targeted for TA support and there are also opportunities for children of different abilities to work together. SENCO offers advice and support which enables teachers to plan activities that meet the needs of all children.

We recognise the fact that we have children with a wide range of abilities in reading and writing which can be a barrier to showing their musical knowledge and understanding and so we 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 by:

- Setting common tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Grouping children by ability according to the style of task

- Using additional adults to support the work of individual children or small groups (where possible).

We teach music to all children. Music is a foundation subject that forms part of the school curriculum policy to provide a broad and balanced education for all children.

Through our music teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Some children may use Adult Support in lessons, either 1:1 or in small groups, in order to access tasks set with confidence and to dispel any barriers to their learning. Where reading or writing maybe be of difficulty to a child, alongside adult support, children may use guided questions in order to answer a question, as well as word

banks of key vocabulary that may be needed. All barriers to learning are addressed in order to allow all children to access and achieve in music.

Music Impact

Overview of Music assessment procedures, including the expectations of teachers using both formative and summative assessment:

Formative assessment includes - observations of the class engaging, performing and creating music, teacher questioning (open and closes questions), retrieval practice, assessing vocabulary in a lesson, listening to the discussions of pupils and addressing misconceptions and sticky knowledge.

Summative Assessment includes - performance assessment, which allows for the assessment of a created asset such as the recording of a composition. Process assessment, which explores, for example, how a group in the class decide on their vocal sounds for an exercise. Indicators of achievement, such as recognising the difference between loud and quiet sounds. The subject lead, through staff and pupil voice collates and analyses assessment information, which informs the music action plan. All classes work towards a termly performance. Video recordings are used to evaluate performances and as a chance for the children to celebrate their musical journey. All videos will be uploaded to the staff shared drive and stored in the music performance folder as evidence of progression in music.

Monitoring arrangements

Lesson Observations/drop in: The Music lead and a member of SLT do this termly, feeding back to class teachers and SLT.

Medium Term Planning: Medium Term Planning is provided for the Music Lead at the beginning of each half term. This planning is adapted and developed throughout the half term and updated where necessary at the end of each unit of work.

Pupil Voice: Music lead speaks to a wide variety of children, termly to measure the children's understanding of concepts being taught, their attitude and their level of enjoyment.

How the subject lead keeps their own subject knowledge up to date, and how they ensure staff subject knowledge is also up to date;

We aim to develop and enhance our subject leads personal interest and passion in Music through:

1. networking opportunities through LDST, Sefton and MADCOS

2. engagement with the curriculum lead
3. keeping informed of updates and training from Sing Up scheme of work and subject association 'Music Mark.'

We aim to ensure all staff's music knowledge is up to date through:

1. staff meetings
2. provision of effective resources
3. engagement with subject lead



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	I've Got A Grumpy Face	Witch Witch	Bird spotting: cuckoo polka	Up and Down	Down There Under The Sea	Slap Clap Clap
	The Sorcerer's Apprentice	Row Row Row Your Boat	Shake My Sillies Out	Five Fine Bumblebees	It's Oh So Quiet	Bow Bow Bow Belinda
Year 1	Menu song	Colonel Hathi's March	Football	'Dawn' from Sea Interludes	Dancing and Drawing to Nautilus	Come Dance With Me
		Magical Musical Aquarium		Musical conversations	Cat and Mouse	
Year 2	Tony Chestnut	Carnival of the Animals	Grandma Rap	Orawa	Swing along with Shostakovich	Tanczmy Labada
		Composing Music Inspired by Birdsong		Trains	Charlie Chaplin	
Year 3	I've Been to Harlem	Nao chariya de/Mingulay boat song	Latin Dance	'March' from the Nutcracker	Just 3 Notes	Fly With the Stars
		Sound Symmetry		From a Railway Carriage	Samba with Sergio	
Year 4	Djembe drums	This Little Light of Mine	Composing with Colour	Djembe drums	The Doot Doot Song	Favourite Song
			The Pink Panther Theme			
Year 5	What do we do with the drunken sailor	Djembe drums	Why we sing & introduction to song writing	Madina tun Nabi	Djembe drums	Kisne Banaava
Year 6	Hey Mr Miller	Shadows	Djembe drums	Dona Nobis Pacem	Ame sau vala tara bal	Djembe drums
		Composing for Protest				

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