XII Apostles RCPS

Music Policy

Curriculum Team 3

Joseph Ahmed

October 2025

Date Approved by the Governing body; _____
Signed (Chair):

(Headteacher):

XII Apostles Music Policy

Mission Statement

Our school's Mission Statement says

'Through Learning and Loving we will follow Jesus'

- To place Christ at the centre of everything we do
- To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential
- To develop an understanding of Community; being able to recognise, respect and celebrate the diversity of all within it.

Our school's Mission Statement affirms those beliefs and helps us to keep these beliefs as the basis for everything we do and gives us the purpose for all our work in Twelve Apostles. To recognise that each child is unique and to ensure that each child is educated to fulfil their human potential …… everyone will matter and be treated with love and will be helped to carry out their special role in God's World.

1. **Statement of Intent/Aims:**

Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our school, it is our aim to use music to bring children together through the shared endeavour of whole school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making feeds the soul of our school community, enriching each pupil while strengthening the shared bonds of support. The national curriculum outlines the following aims for music in schools: 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. Our Music curriculum intends to celebrate and recognise that each child is unique, and it encourages them to fulfil their potential as musicians. We look to help children become skilled, confident and creative musicians. Alongside this, we aim to provide children with opportunities to broaden their knowledge and experiences of music by learning about the concepts of composition, notation, appreciation and performance. Children learn to sing and to use their voices, to create and compose music on their own and with others, they learn a musical instrument, use technology appropriately and progress to the next level of musical excellence. We aim for children to explore and learn how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

2. Legal framework

This policy has due regard to all relevant statutory and good practice guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- Ofsted (2019) 'School inspection handbook'
- Model Music Curriculum: Key Stages 1 to 3 Non-statutory guidance for the national curriculum in England (2021)

This policy operates in conjunction with the following school policies:

'Teaching and Learning Policy'

'Assessment Policy'

'Marking and Feedback Policy'

3. Roles and Responsibilities

The SLT and Governing body are responsible for approving and monitoring this policy

Subject Leaders responsibility includes :

- Providing strategic leadership and direction for your subject
- Producing LTP
- Reporting termly to Governors on standards in your subject
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress in the subject and report to SLT.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4. Organisation, Planning and Teaching

Early Years Foundation Stage

All pupils in the EYFS are taught music throughout the academic year. All music objectives within EYFS are underpinned by the three prime areas outlined in the 'Statutory framework for the early years foundation stage':

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas through which the three prime areas are strengthened and applied – these are as follows:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Music curriculum in the EYFS has a particular focus on the specific areas of expressive arts.

In the EYFS, pupils will be taught to:

- Represent their own ideas, thoughts and feelings through art, music, dance, role-play and storytelling.

Key Stage 1 and Key Stage 2

In Key Stage 1, children are taught to sing a wide repertory of songs regularly. These are appropriately selected for their year group and selected from the model music curriculum. During this time, children are encouraged to listen to music and develop an awareness of different types of music. They are presented with opportunities to use both tuned and untuned instruments to create, experiment combine and explore them. Throughout the Key Stage, children use tuned and non-tuned instruments to develop their knowledge of rhythm, pulse and non-standard notation. In Key Stage 1, children begin to listen to and appreciate the composition of famous composers, different genres and music styles from around the world.

In Key Stage 2, children are taught how to use a wide variety of instruments and are encouraged to appraise performances in a thoughtful and sensitive manner. They are taught to recognise and discriminate between various musical elements such as pitch and rhythm as well as recognising and writing scale notations. Pupils are expected to recognise, understand and apply tempo, melody, texture and dynamics of music when listening and composing music. Throughout Key Stage 2, children continue to use the tuned and non-tuned instruments to an increasing degree of sophistication; this allows them to compose and record rhythms using standard notation. In Year 3, children are introduced to Ukuleles. Over their time in Key Stage 2, the children use the ukuleles to develop their knowledge of pitch, notation and to improve their performing skills. In Key Stage 2, pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. .

Planning

The LTP and Charanga scheme ensures coverage and progression of skills and teachers use these as the basis for medium and short term planning. The subject leader is responsible for reviewing and updating long-term plans and communicating these to teachers. Planning is to be submitted on the shared server at the start of the half term the unit is to be taught. Staff use the agreed format. Across school, work is to be recorded in eBooks with videos being used wherever possible.

Additional Opportunities

Over the course of their time at XII Apostles, children are given the opportunity to perform in whole class productions, visit theatres and performances at the Manchester venues where the children watch the Chetham's Symphony Orchestra and the BBC Philharmonic orchestra perform different classical and modern pieces. Not only do these experiences support the children's curriculum learning about different composers, but they also provide them with a chance to broaden their understanding of music and the performing Arts, visit different establishments and experience different forms of culture.

Small group and individual instrumental tuition is available (for children in years 3 to 6) at an additional cost. This tuition is provided by visiting tutors from the Wigan Music Service. This entitles children to attend Area Music Centres and take part in bands, orchestras and ensembles at no extra cost. In Years 3-6, children are encouraged to join the school choir. During the school year, the children perform at different events including Young Voices, galas and other occasions supporting the local community.

5. Assessments and Reporting

Assessment of children's learning in music is an ongoing monitoring of children's understanding, knowledge and skills by the class teacher, throughout lessons. This assessment is then used to inform adaptive teaching methods and to inform support and decide the challenge required by the children.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

The progress and development of pupils within KS1 and KS2 is assessed against the descriptors outlined in the national curriculum and the agreed key performance indicators.

Assessment will be undertaken in various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives and skills covered
- Pupils' self-evaluation of their work

Teachers will also assess pupils':

- Knowledge of musical concepts, vocabulary and instruments.
- Ability to perform, compose, transcribe and describe music.
- Ability to communicate and explain their work ideas in a clear manner.
- Personal qualities and attitudes towards their work.
- Ability to explain what they have composed and how.
- Ability to evaluate their work and the work of others.

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

Summative assessments are completed at the end of the school year by class teachers across each year group of the school to inform the subject leader of progress or skills and knowledge still to be embedded. This is recorded and passed on to the next teacher and subject leader.

Parents will be provided with an annual report in the Summer Term which will grade children's attitude and attainment in music. Verbal reports will be provided at parents evening.

Music is also monitored by the subject leader throughout the year in the form of lesson observations, eBook monitoring, looking at outcomes and pupil interviews to discuss their learning and understanding and establish the impact of the teaching taking place.

6. Resources

The resources for Music are kept in the hall cupboard. Schemes of learning and additional resources can be found in the Music cupboard within Key Stage 2 or online. These are maintained and organised by the subject leader and a designated teaching assistant. Resources can be found by speaking with either the subject leader or the teaching assistant assigned to organising the area.

7. Inclusion Supporting Pupils with SEND

Music is adapted to meet the needs of individual children taking into account their primary SEND need, making reasonable adjustments and through adaptive teaching. Children with special needs will be supported appropriately, to ensure development of skills and equal access to the music curriculum.

8. Equal Opportunities

We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties. In order to ensure pupils with SEND achieve to the best of their ability, outcomes and the delivery of the Music curriculum is adapted for these pupils. The planning and organising of teaching strategies for each subject will be reviewed by the subject leader to ensure that no pupil is at a disadvantage.

Whole school policy on equal opportunities will be adhered to in musical activities. Teachers ensure that children have access to a variety of musical activities. Music will be used to develop and to broaden the children's cultural capital by providing them with opportunities to experience new and challenging content. All children are encouraged and supported to develop their musical skills and knowledge through the use of a range of techniques and resources. Children with special needs or disabilities will be supported appropriately, to ensure development of skills and equal access to the music curriculum.

9. Parental Involvement

We encourage all parents and carers to attend and assist with school events such as class performances, assemblies, music weeks and music related homework projects.

Reviewed: Every 2 years

Next review date: November 2025