



St. Joseph's Catholic Primary School

## Music

September 2025

This policy should be read in light of our Mission Statement as follows:

*At St. Joseph's, we live love and learn by the example of Jesus.*

### Our curriculum intent

We intend to inspire children with a life-long love of music and the curiosity to continue developing their musical skills and learning with enjoyment after they have concluded their formal musical education. At Key Stages 1 & 2 we intend to teach children the relevant vocabulary, skills, knowledge and understanding so they will be “next stage ready,” both as they move up the school and when they leave for their next phase of musical education. We aim to give all children opportunities to fulfil and even exceed the curriculum expectations for music, regardless of their background, gender or SEND status.

### The National Curriculum for Music

#### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and un-tuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

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Aspiring for excellence for all, together as a catholic community.*



- improvise and compose music for a range of purposes using the inter-related dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory.
- use and understand staff and other musical notations.
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

## Aims

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

Music lessons are taught weekly to all classes by a qualified musician (Music performance degree and Secondary PGCE in Music). Musical activities are adapted wherever possible to link to each class topic, in order to provide a deeper and broader learning experience for all children.

## Programme of Study

*Following the National Curriculum guidelines, each class should, alongside the teaching of, The requirements are outlined below:*

### EYFS

Children are taught:

- to sing and use their voices through songs, chants and singing games.
- to copy and explore vocal sounds and sound effects.



- the names for and how to play a range of classroom percussion instruments.
- to share and wait their turn to play instruments.
- to join in with class activities with enjoyment and enthusiasm.
- to listen to music and allow their imagination to take them on a journey, which they may choose to share with others.
- some basic musical elements and the relevant vocabulary.

## Year 1 & 2 (KS1)

Children are taught:

- to use their voices more expressively and to improve the quality of their singing.
- to use their voices and bodies creatively through singing action songs and performing body percussion accompaniments.
- to play un-tuned percussion instruments musically and with awareness of how to create sounds at different dynamics etc.
- to experiment with different sounds and combinations of instruments.
- to play tuned percussion instruments with good beater control and accuracy.
- to listen to music with increasing concentration and understanding, comment on how it makes them feel and begin to express a personal opinion / response.
- to appreciate music from a wide variety of different countries, cultures and from many different styles and genres.
- to listen to live performances of simple pieces of music and identify sudden and gradual changes in tempo, pitch and dynamics.
- to improvise and repeat simple rhythmic patterns with increasing accuracy.
- to compose and perform simple sound sequences and soundscapes as a class and in a smaller group.
- to understand and use a range of different written symbols and graphic scores.
- to compose and notate a simple melodic phrase using colour, letters or numbers.
- to recall and use musical vocabulary with increasing confidence and understanding of the meaning.
- about a number of the “Great” Composers and the music they produced.



## Year 3 & 4 (Lower KS2)

Children should learn:

- to sing in tune with expression and some awareness of good posture, diction, breath control and phrasing.
- to sing unison and part songs with confidence.
- to play the Recorder with good basic technique and finger control.
- to play and perform in solo and ensemble contexts.
- to play musical instruments with accuracy, fluency, control and expression.
- to compose music for a range of purposes using the inter-related dimensions of music.
- how to compose a simple melody with elements of repetition and variation.
- to improvise and repeat simple rhythmic patterns, staying in time with an accompaniment or backing track.
- to listen with attention to detail and recall sounds with increasing aural memory.
- the basic principles of staff and other musical notations.
- to write simple musical phrases on the stave with reasonable accuracy.
- to listen with attention to a wide range of high-quality live and recorded music drawn from different traditions, countries and cultures and from the “Great” composers and musicians, including some from non-Western backgrounds.
- about the history and context of music they are listening to and discuss how it makes them feel and why.
- about a wider number of the “Great” Composers and about new pieces of music written by those they learned about during KS1.
- to recall and use suitable musical vocabulary with confidence and begin learning Italian terms for tempo.

## Year 5 & 6 (Upper KS2)

Children should learn:

- to sing in tune with expression using a wider pitch range and improving awareness of good vocal technique and phrasing.
- to sing unison and more challenging part songs with confidence.
- to play the Ukulele with good basic technique and finger placing.
- to play and perform in solo and ensemble contexts with greater confidence and increasing independence.
- to play musical instruments with increasing accuracy, fluency, control and expression.



- to compose music for a range of purposes using the inter-related dimensions of music.
- how to compose melodies with a good sense of melodic shape and balance.
- to improvise and repeat more challenging rhythmic patterns, staying in time with an accompaniment or backing track.
- to listen with attention to detail and recall sounds with increasing aural memory.
- to read and perform melodies from stave notation with growing confidence.
- to write music on the stave with improving accuracy and neatness.
- to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, countries and cultures and from the “Great” composers and musicians, including some from non-Western backgrounds.
- about the history and context of music they are listening to and how the composer produces certain effects on the listeners.
- to recall and frequently use suitable musical vocabulary with confidence. Use and apply Italian terms for tempo during composition and appraisal activities.

### Assessment and Recording

Children are assessed termly, based on the teacher’s observations during lessons and video or audio records (kept in school) of performances and compositions. A log of these recordings is kept centrally.

All children in years 2-6 have a Music Folder, in which is kept records of listening tasks, composition work, notation tasks and any other written evidence produced during lessons. Changing to this system allows us to better track progress over time and identify areas for further development.

Children are assessed termly using the grades from the whole-school reports: WTS: working towards; EXS: expected; GDS: greater depth.

Different aspects of musical learning are assessed each term, depending on the topic and opportunities afforded for composition and performance. Musical learning is based on revisiting prior learning to deepen understanding and extending to include more advanced ideas or techniques. Therefore, many musical areas of learning may be covered multiple times during any school year.



## Impact

- Children will experience and study music from a wide range of styles, eras, cultures and musical traditions, which will have added to their “Cultural Capital” in a meaningful way.
- Children will learn to appreciate the creativity involved in the process of composition and the achievements of musicians from historical and contemporary contexts.
- Children will have been inspired to compose and perform their own music in response to a wide variety of starting points and begun to understand how music can be used as a means of self-expression.
- Children will be able to use the musical skills they have learned when they move on and should be ready and able to meet the challenges of the music curriculum at higher levels.
- Children gain transferrable skills through musical activities, which will be useful in future both for education and later life such as:
  - social skills from singing games and partner activities.
  - co-operation and teamwork from group composition and performance activities.
  - performance skills and managing nerves.
  - confident posture, an awareness of good diction and pronunciation from singing.
  - perseverance, self-discipline and determination to succeed, which is essential in learning to play any instrument to a high standard.
  - channelling their creativity into useful projects and how to evaluate and improve their work.
  - using music to relieve stress and calm the mind and body.



## Inclusion

We believe music is important for every child and lessons are planned to be flexible so all children can achieve at a suitable level for their age, experience and ability. Children with complex needs who work within the Hub take part in a weekly singing, movement and instrumental session working at the level suitable for their needs. In September we will begin exploring Adam Ockelford's "Tuning in" songs and activity cards. Children can be assessed in relation to three musical areas: Reactive; Proactive and Interactive.

## Monitoring

All music lessons are taught by the Music co-ordinator who has a music performance degree and a PGCE in music. We receive support and training from Primary Music Specialists from the local Music Education Hub.

The Hub also provides advice on curriculum design and possible improvements.

## Resources

30 Ukuleles.

14 sets chime bars in separate cases.

4 xylophones / metallophones.

1 piano.

1 electronic keyboard.

X4 miniature electric keyboards.

X5 larger djembe drums.

A variety of classroom percussion instruments.

Percussion bag for SEN children's use.

## Review

This policy should be viewed as a working document for the benefit of all concerned in the education of the children at St. Joseph's Catholic Primary School.

Review Date: July 2026