Holy Family

Catholic Primary School

Music Policy

Approved By:	**SLT**
Reviewed On:	**September 2026**
To be Reviewed:	**September 2027**
Amendment Pages 1-13	**September 2026**

Mission Statement

Our mission statement at Holy Family Catholic Primary School is embedded by the statement of ethos:
'Learning together, playing together, praying together'
Holy Family School is a place that is committed to create challenging, stimulating and effective learning.
We know that God's love surrounds us and we are all valued, gifted and unique.

Intent

The intention of our music scheme is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation

Holy Family Catholic Primary School's use the Kapow music scheme, which is underpinned by the National Curriculum (2014) and enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum. The scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five- lesson unit combines these strands within a cross –curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music-pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvising and compositions.

The instrumental units complement the scheme of work and allow LKS2 pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

Impact

The impact of our music curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit as there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

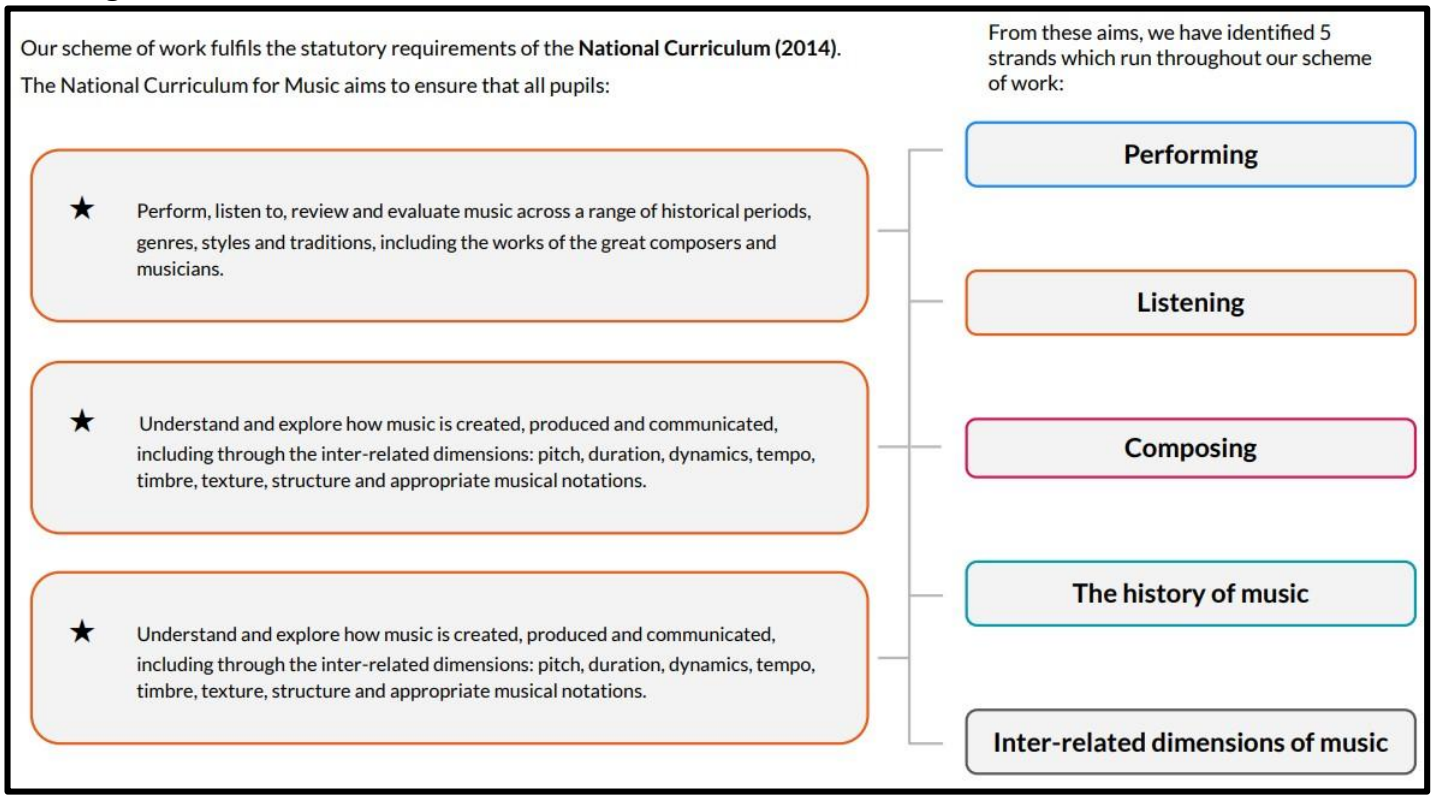
After the implementation of our music scheme, pupils leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following our music scheme of work is that children will:

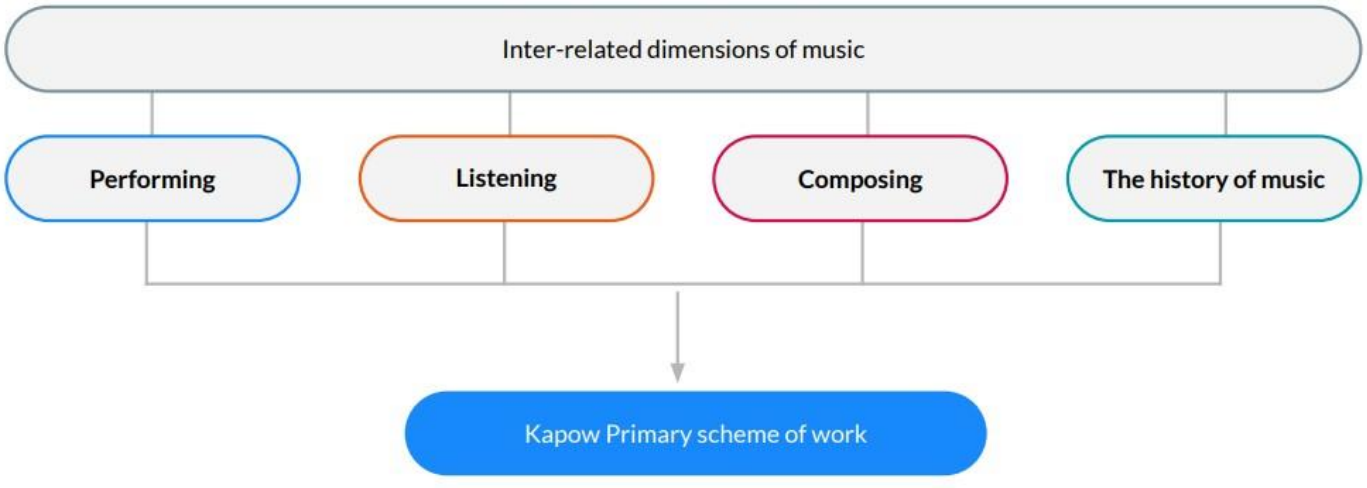
- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for music.

Our curriculum

The diagram below shows how our music curriculum is designed to fulfil the statutory requirements of the National Curriculum (2014). At Holy Family Catholic Primary School, we have based our curriculum on Kapows condensed scheme. The condensed scheme provides full coverage of the National Curriculum. A range of musical styles are covered and the interrelated dimensions of music (pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation) are given very similar attention in terms of coverage.



Below is a diagram that shows how the inter-related dimensions of music feed into for key areas and how this shapes our curriculum.



Our music curriculum

The inter-related dimensions of music, sometimes known as the elements of music, are the building blocks of music and therefore run throughout our scheme of work as an overarching strand. Inter-related dimensions of music include:

- Pulse
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation

A spiral curriculum

Our music scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex activities and doing more simple activities better, as well as developing understanding and knowledge of the history of music, staff and other musical notation, as well as the interrelated dimensions of music and more. Our music curriculum has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical**: Pupils return to the same skills and knowledge again and again during their time in primary school.

✓ **Increasing depth**: Each time a skill or area of knowledge is revisited it is covered with greater depth.

✓ **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Instrumental scheme

The DfE's Model Music Curriculum 2021 states that: *'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.'* Each unit of lessons focuses on music from a different parts of the world and features a bespoke piece of music composed specifically for the scheme and includes sheet music, performance and backing tracks. The lessons are written for tuned percussion instruments because: they are accessible for non-specialists and specialists to teach and are effective for learning notation because the note names are written on the bars. At Holy Family, we have use glockenspiels and have at least 1 between 2 children.

Diversity in our music curriculum

Music lessons at Holy Family Catholic Primary School teach pupils to have a wider understanding of the world they live in. Lessons encourage pupils to learn about different types of music around the world and how the different genres originated.

In Holy Family Catholic Primary School's music curriculum, we include:

- A wide range of music from every continent in the world.
- Discrete units on Indian classical music, Samba, and South and West Africa.
- A wide variety of musical genres studied including: pop, baroque, blues and rock and roll.
- Both contemporary and traditional music.
- Representation of composers and musicians from diverse ethnic backgrounds.
- Representation of both male and female musicians.

Planning and Organisation

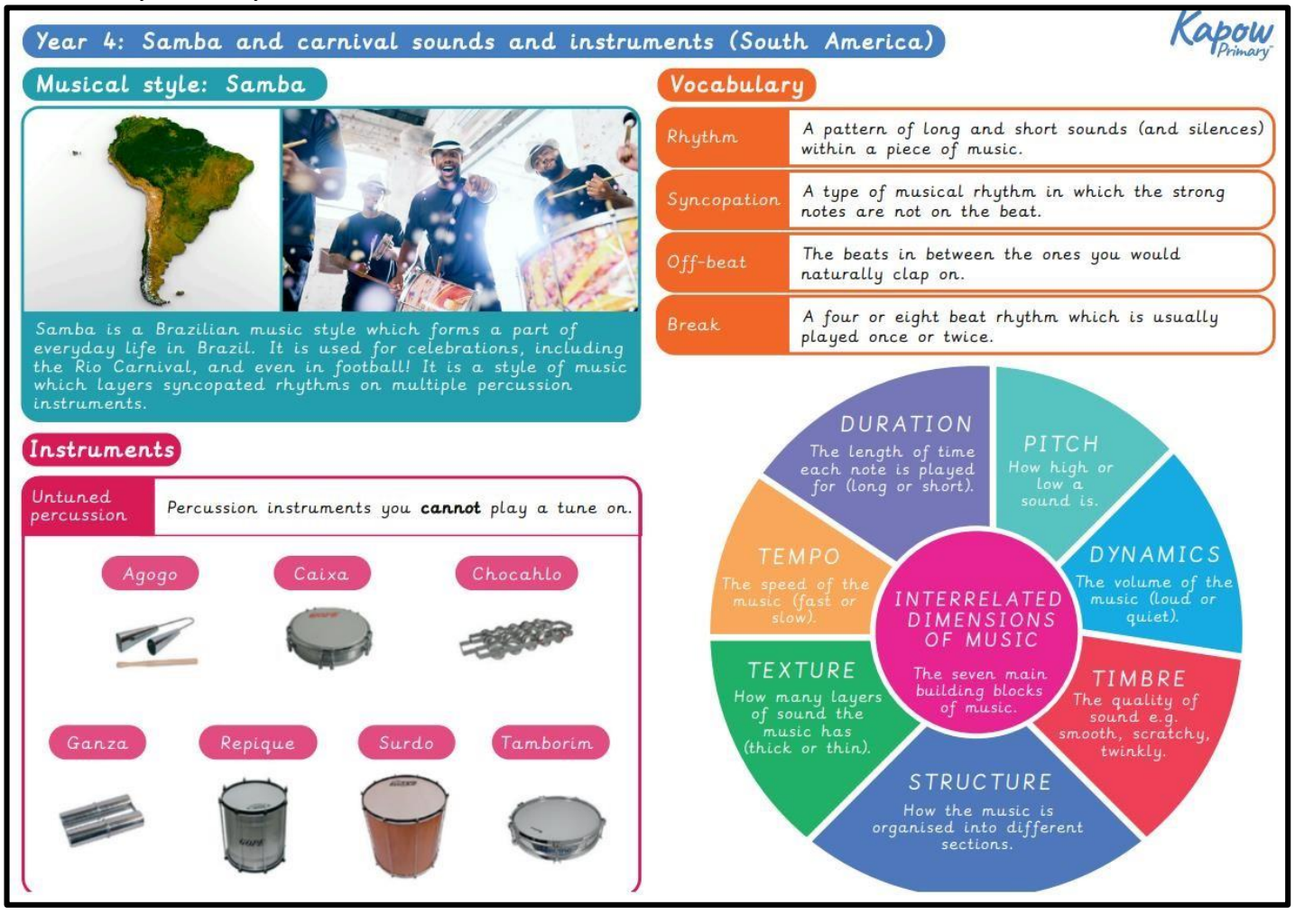
Holy Family music curriculum is underpinned by the Kapow scheme of work as the basis for our curriculum planning. Music is carefully sequenced and is a knowledge-rich, comprehensive curriculum that has been strategically sequenced to ensure a broad and effective learning experience for all pupils. Our curriculum mapping document shows which

units cover each of the National Curriculum attainment targets as well as each of these strands within it. Our progression of skills and knowledge document shows the skills that are taught within each year group and how these skills develop year on year to ensure attainment targets are securely met by the end of each key stage.

Teachers use long term planning, developed by the music leader, which informs medium term planning. Each unit of work is underpinned by a clear rationale and conceptual rigour including knowledge organisers, and rich vocabulary is planned for across all year groups. It provides full coverage of the National Curriculum, along with a balance between musical knowledge and skills.

Our detailed medium-term plans are drawn up by teachers in their year groups, ensuring coverage and progression of skills and knowledge. The relevant programmes of study and specific learning objectives are stated on these plans.

Each unit has knowledge organisers that highlights key knowledge for the unit, key vocabulary and key instruments featured in the unit.



Example of a knowledge organiser in for Year 4.

Foundation Stage

Teachers of the Foundation Stage use the Kapow scheme to deliver music lessons, which is based on the objectives determined in the Foundation Stage Framework for Early Years (2021). This ensures that they are working towards the 'Early Learning Goals for musical development under the umbrella of 'Expressive Arts and Design.'

The goals involve guiding children to build their imaginations and express this to others and provide opportunities to listen, explore, observe within lessons and continuous provision through:

- Being imaginative and expressive.
- Singing nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others.
- Beginning to move in time with the music

Key Stage 1 and 2

We use the Kapow scheme to teach music in Key Stage 1 and Key Stage 2 to ensure full coverage of the subject is taught. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. Opportunities for progression are planned for to ensure that children are increasingly challenged as they progress through the school. Our curriculum planning is in two phases (long-term plan and detailed medium-term plan).

Long term plans

Our long term plan maps the music genres studied in each term. The music subject leader liaises with teaching colleagues in each year group to ensure coverage is present. Our long term plan for music provides each year group's long term objectives. The programme contains 4 units of work within each year group, which provides full coverage of the National Curriculum. Year 4 has an additional term focussing on instrumental lessons as outline in the long term plan.

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		My favourite things: Keeping the pulse		Fairytales: Sound Patterns		Superheroes: Pitch
Year 2	Animals: Call and response		Musical storytelling: Instruments		Musical me: Pitch	
Year 3		Reading rhythms: Patterns and layers		Inspired by India: Musical improvisations		Reggae rhythms: Playing in a band
Year 4	Singing in parts: Loops and layers		Musical motifs: Reading the stave		Music technology: Loops	
Year 5		Music in nature: Chords and melodies		West African rhythms: Create, play and perform		Stage and song: Storytelling through music
Year 6	Four-chord pop: Playing in a band		Songs that speak: Lyrics and messages		Music technology: Film soundtracks	

Long term plan overview

Medium term plans

Our detailed medium-term plans are taken from Kapow online scheme of work ensuring coverage and progression of skills and knowledge. The specific learning objectives are stated on these plans. Our detailed medium-term plans are drawn up by teachers in their year groups using the long term plans provided by the subject leader. This ensures coverage and progression of skills and knowledge throughout the school. The relevant programmes of study and specific learning objectives are stated on these plans.

Short term plans

Lesson plans and resources must be taken from Kapow scheme of work. All resources and lesson sheets are provided. These can be adapted by teachers to meet the needs of all learners as necessary. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupil's learning are available when required. The music leader monitors planning, delivery of planning and the children's outcomes so that the impact can be assessed and monitored.

Timetabling

In EYFS, music is taught half termly on a weekly basis. Music is taught weekly for 4 half terms across the school year for Years 1, 2 ,3, 5 and 6. Music is taught half termly in Year 4 as Year 4 have instrumental lessons for a term. In order to raise the profile of music and ensure music has a clear status in the curriculum, we teach music in a dedicated time slot.

Teaching and learning:

We use a variety of teaching and learning styles in our music lessons. We believe in whole class teaching methods and we combine these with practical musical activities. We encourage children to ask as well as answer questions about the different genres of music they study. We offer them the opportunity to use a variety of instruments, and we enable them to use IT in music lessons where this serves to enhance their learning (such as during lessons on composition). Children take part in discussions, group work and individual work and they present their work to the rest of the class.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

We recognise the fact that there are children of widely different musical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the activity to the ability of the child. We achieve this through a range of strategies which could include:

- setting common activities which are open-ended and can have a variety of responses
- setting activities of increasing difficulty, some children not completing all tasks
- grouping children by ability in the room and setting different tasks to each ability group
- providing resources of different complexity according to the ability of the child
- using classroom assistants to support the work of individual children or groups of children

We plan the music genres studied so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through

planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Examples of children's learning is available on the music impact page and the class pages on our school website. Each class also has a music folder where the class teacher gathers evidence of music lessons taught. We have also identified the 'sticky knowledge' for each year group and have produced knowledge organisers in accordance with this to ensure children retain and revisit content outlined in our long term and medium term plans.

Oracy in Music

At Holy Family Catholic Primary School, we recognise that oracy enhances Music education by fostering communication skills essential for collaborative learning. It encourages active participation, allowing pupils to articulate musical ideas. Giving pupils opportunities to engage with dialogue about Music fosters critical thinking, deepens understanding and promotes a culturally rich environment.

Opportunities for oracy in Music lessons:

Discussion and Critique: Pupils will regularly engage in discussions about pieces of Music, expressing personal responses and discussion of different musical styles. They will discuss song lyrics, which provides a tool for looking at language structure and vocabulary.

Structured Talk Opportunities: Activities such as think pair-share and other different talk configurations will be embedded into lessons to promote discussion and collaboration.

Questioning: Open- ended questions will be used to encourage critical thinking and facilitate deeper discussions about musical concepts, terminology and personal interpretations.

Group Performances: Pupils will be given opportunities to perform Music. These opportunities encourage teamwork and dialogue, as pupils must discuss interpretations and their intent.

Be Singers: Pupils will be given lots of opportunities to sing, not only in music lessons but in other curriculum areas too. Singing helps children learn new words, expand their vocabulary, and improve their ability to understand and follow directions. It also improves their pronunciation, rhythm, and intonation**,** which are all crucial skills for language development.

Be Songwriters: Pupils will be provided with opportunities to compose their own song lyrics, which encourages creative expression and reinforces public speaking.

Music and inclusion

At Holy Family Catholic Primary school, we adapt and differentiate learning opportunities for children with SEND in music lessons. We teach music to all children as music forms part of the school curriculum policy to provide a broad and balanced education to all children. Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupil's learning are available when required. Knowledge organiser for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Use of Artificial Intelligence (AI)

At Holy Family Catholic Primary School, we recognise that Artificial Intelligence (AI) is becoming an increasingly useful tool within education and the wider world of music. AI may be used responsibly by staff to support the planning, teaching and learning of Music, including generating ideas for musical activities, compositions, lyrics, rhythms, resources and opportunities for differentiation. In keeping with our Catholic ethos and our commitment to developing the whole child, AI should enhance creativity and learning rather than replace the unique gifts, talents, imagination and expression of each individual. Pupils will be encouraged to develop their own musical ideas, compose, perform and respond to music independently, using technology as a tool to support and extend their creativity. Staff will ensure that any AI-generated content is checked for accuracy, age-appropriateness, copyright and suitability before being shared with pupils. The use of AI will also promote responsible and ethical digital citizenship and will follow the school's Online Safety, Data Protection and Acceptable Use policies. Personal, sensitive or identifiable information relating to pupils, families or staff must never be entered into AI tools.

Formative assessment

At Holy Family Catholic Primary School, we assess the children's work in music by making informal judgements as staff observe the children during lessons. Once the children complete a piece of work, the teacher will provide feedback as necessary. This might include written work and practical activities. Throughout the year, the teacher makes on-going assessments of progress and records this on O track. This also enables the music subject leader to track progress of learners, along with lesson visits and outcomes so that the music leader has a clear view of the subject.

Formative assessment opportunities are provided through:

- live marking

- verbal feedback
- analysis of children's work
- questioning
- discussions
- quizzes

Summative Assessment

At the end of the year, the class teacher makes an assessment of attainment and progress in music. This information is recorded using O Track, which enables the class teacher and the Music Leader to analyse the data.

The teacher will also use this data to comment on the pupil's attainment and progress as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year to ensure continuity and progression.

Greater Depth

1. **Independence-**Expecting pupils to show initiative, not just in their research but also in applying ideas that have already been covered. Pupils don't need to be held back. They can apply the ideas without recourse to the teacher.
2. **Confidence -**Pupils are confident to take risks and use trial and error to find their own answers.
3. **Application -**Pupils can apply their knowledge to play a range of different instruments.
4. **Authority -** Pupils have the opportunity to evaluate and critique others' work, commenting on musical skills and knowledge and suggesting edits and improvements.
5. **Command -**Pupils have the ability to synthesise lots of disparate pieces of music and bring them into a coherent shape. This will involve hard choices that require deep thinking, particularly when comparing genres and composers.
6. **Re-visiting -**Pupils can use their knowledge of different genres of music to make connections to cultures and time periods. They can identify similar themes and refer back to previous learning without being told which pieces of music to compare.
7. **Explanation-** Pupils can explain theories and facts principally to others including peers, simplifying to explain to a younger year group or giving a full oral or written explanation to the teacher.

Monitoring and reviewing

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music subject leader. The work of the music subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The music subject leader gives SLT ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Evidence is provided through: • Work scrutiny

- Data analysis
- Review of planning
- Learning walks
- Pupil interviews

CPD

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with music subject specialists.

Arrangements for review

Policies are regularly updated/reviewed by staff and governors to ensure that all aspects of the music policy aims are being met and that the standards of music are continuing to improve. This policy will be reviewed again by the Executive Headteacher, Head of School and Music Leader by March 2024.