

St Paul's CE (VC) First School Coven



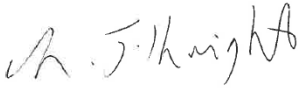
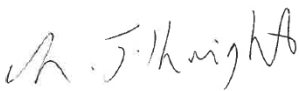
Music Policy Updated May 2026

At St Paul's, our welcoming Christian community, accepts and enables all to flourish to achieve their God-given potential. We develop independent and resilient learners, who lovingly respect each other with care and kindness. All are invited to make a difference in the world in which they live following in the footsteps and teachings of Jesus Christ.

"Love your neighbour as yourself." - Luke 10:27



St Paul's First School, Coven Music Policy

Comments:	Written in September 2020 by H. McKenzie Review at least annually
Signed:	 A. Hyett, Chair of Governors, 12/10/2020
Reviewed:	 L.Knight, 24/01/2022
Reviewed by E.Ball, new subject leader:	 L.Knight, 21/03/2023
Reviewed by E Ball:	 J. Sawyer, Chair of Governors, 20/02/2024
Reviewed by E Ball	 J. Sawyer, Chair of Governors, 12/03/2025
Reviewed by E Ball - 10/5/26	 J. Sawyer, Chair of Governors, 24/06/2026

Music Policy

Introduction

Music is a unique way of communicating that can inspire and motivate us all. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music is also a highly social activity, and plays an important role in building and maintaining communities. Because of this, it reflects the culture and society it comes from, and so teaching and learning of music enables children to better understand the world. Besides being a creative and enjoyable activity, music is also a highly academic and demanding subject. To this end, we provide opportunities for all children to create, play, perform and enjoy music, both individually and in groups, in order to develop their musical skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

Intent

Musical development of knowledge and skills at St. Paul's is achieved through opportunities and experiences across the curriculum. Our Music intent is linked directly to the National Curriculum requirements which outlines that all children should:

- 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.

Aims

At St Paul's, we aim for our Children to be able to:

- Confidently use their voices to sing songs, chants and rhymes.
- Have the opportunity to play different types of instruments.
- Listen to a range of different genres of music and be able to musically analyse them.
- Be able to use their musical skills and knowledge to create their own music.
- Have an understanding of musical composition.
- Improve and compose music for a range of purposes.
- Play and perform in solo and group musical contexts.
- Listen to music with attention to detail.
- Develop and understanding of musical history.

Implementation

Teaching and Learning of Music

Progression:

The **Foundation Stage** provides an important foundation for the development of musical capability. We teach music in Nursery and Reception as an integral part of the themes covered over the year and is also very much part of our day to day timetable. Early Years teaching is based upon the EYFS framework objectives and ELGs which are mainly covered in Expressive Arts and Design (being imaginative and expressive). However music also feeds into other areas of the framework too. Music contributes to a child's personal, social and emotional development too as well as their communication and language. Counting songs in Maths foster a child's mathematical ability. Songs from different cultures increase a child's knowledge and understanding of the world.

Specific ELGs relating to music are:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Reception also take part in weekly, timetabled Music lessons using Kapow resources.

The programmes of study for Music are set out for Key Stage 1 and Key Stage 2 in the National Curriculum. Class teachers are responsible for ensuring that all of the statutory content is covered within each school year and these objectives are delivered by class teacher in timetabled weekly music lessons using Kapow Music resources. Each year group teaches one Kapow topic each half term.

In **Key Stage 1**, children will be taught to;

- Use their voices expressively by singing songs and speaking chants and rhymes
- Play tuned and untuned 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.

In **Key Stage 2**, children will build upon their knowledge and skills developed in Key Stage 1. Pupils will be taught to sing and play musically, with increasing confidence and control. They will be taught to develop an understanding of musical composition, organising and manipulating ideas with musical structures and reproducing sounds from aural memory. Children will 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
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- 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.

Cross-curricular planning

Music is a subject that is easily linked to other subjects in the curriculum. At St. Paul's, natural links with other curriculum areas are fully exploited (E.G. R.E., Geography, History, Literacy Mathematics.)

Additional music teaching

An outside agency called iRock School of Music is currently teaching an additional music programme to those children whose parents have agreed and paid for them to be part of the programme during school hours. These lessons take place on a Tuesday morning and the children take part in a concert to perform and celebrate their achievements in front of the school at the end of every term.

Impact

Monitoring:

Progression is monitored by the subject leader who will observe lessons, analyse data, provide feedback and ensure that our long term plan aligns with the National Curriculum objectives.

Recording and Assessment

Achievement, success and progression should be experienced by all children when learning and being taught Music. The staff need to be aware of the progress being made, difficulties being experienced, misconceptions addressed and expectations being met.

Children should be supported at each stage of the Music curriculum in areas of: performing, composing, appraising, listening and applying knowledge and understanding.

Teachers assess children's work in music by making judgements as they observe them during lessons. During the course of the year, teachers keep their own records of their judgement about the work of each pupil in relation to the Music Curriculum for their Key Stage. They use this as the basis for assessing and reporting on the progress of the child during the course of the year.

At the end of the academic year, the children will be assessed against the St. Paul's attainment framework, in accordance with the school's assessment policy:

- '1' – Working towards national expectations for age;
- '2' – In line with national age-related expectations;
- '3' – Above national expectations for age.

Teachers can keep examples of the children's work in order to provide evidence in support of their judgements.

Inclusion

All children should have the opportunity to work with a range of instrument and techniques, regardless of ability. Specific tasks should be differentiated, as and when necessary, to meet individual needs.

Special Educational Needs

The Music curriculum should fulfil the needs of all pupils. When planning work for children with special educational needs, due regard is given to the information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all of our children, and ensure that learners have high expectations of themselves.

Racial Equality & Equal Opportunities

All children have equal access and inclusive rights to the curriculum regardless of their gender, race, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. St. Paul's First School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential.

Health and Safety

The teacher is responsible for ensuring that children are adequately supervised when using instruments and that other adults working in the classroom understand safety rules and procedures.

Large instruments should only be moved with a trolley and under supervision. No children should have access to the music cupboard without supervision.

Any instrument that is blown should only be used by one pupil and then cleaned with Milton in warm water.

Teachers should ensure that electrical equipment is used adjacent to power points and the children should be warned to take care around wires.

Risk Assessments for the use of tools and equipment are completed by the teacher and sit alongside the planning. All staff are briefed by the teacher on specific health and safety rules to be observed by staff and pupils.

Safety rules and safety issues should be taught to *all children* within each Music unit of work.

Leadership and Management

The Role of the Music Subject Leader

The Music Subject Leader is responsible for:

- * reviewing and updating St. Paul's policies relating to Music
- * maintaining centrally stored resources and instruments
- * monitoring standards of achievement and progression
- * updating the electronic portfolio of evidence

- * the coordination of assessment of Music
- * assisting and advising in the teaching of Music across the school
- * liaising with Music coordinators across SUAT
- * promoting and raising the profile of Music throughout the school.

Staff Training

The Music subject leader is responsible for ensuring that staff are adequately trained so that they are able to deliver the curriculum effectively. This will include: organising CPD; leading staff meetings; sharing resources for planning and teaching; supporting colleagues. Regular communication with staff will be sustained via email and all staff can speak to the subject leader if they require further support. The subject leader will attend regular SUAT updates and feedback key information and new priorities to staff.

Resources

All teachers have access to the Kapow online portal which has all music units, links, planning and resources for teaching Music lessons.

Every teacher has access to a computer in order to play music.

It is the responsibility of the class teacher to be aware of the resources needed for a particular unit. Some Music resources are stored in the storage room next to the staff room. Instruments and resources for specific activities should be stored in labelled boxes. It is the responsibility of staff to ensure that our musical instruments are used respectfully by classes, stored neatly and are returned to the storage cupboard after each use.

May 2026