



# St. Hubert's Roman Catholic Primary School

Hallfield Road, Great Harwood, Blackburn Tel: 01254 885778

Headteacher: Mrs J. M. Brooks

## St Hubert's Music Policy



Created by: C. Campbell  
Review Date: November 2029

# **St Hubert's R.C. Primary School Music Policy**

## **Introduction**

*This document is a statement of the aims, principles and strategies for the teaching and learning of Music at St Hubert's Primary School.*

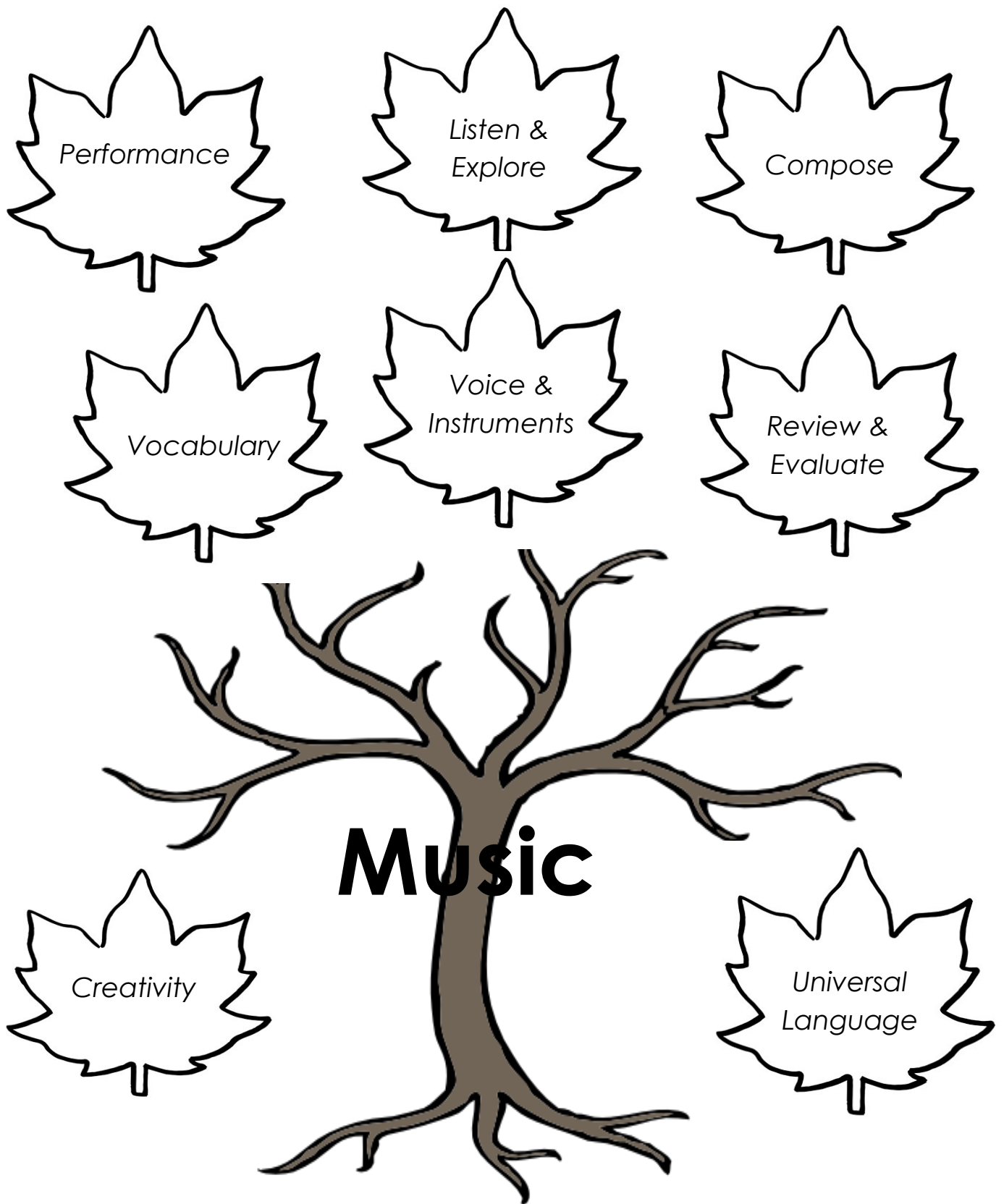
## **Subject Statement**

*Music is a universal language that can inspire children of all abilities to express their personality as well as improving their individual development. Music can also teach children about the world in which they live: culture, religion, society, history etc. As well as this, in our school, we provide opportunities for pupils to take part in events in the local area, helping them to feel part of the community. At St Hubert's, we aim to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.*

## **Aims**

*The aims of Music in our school are:*

- *To enable each child to grow musically at their own level and pace*
- *Foster musical responsiveness*
- *Understand how sounds are made and then organised into musical structures*
- *Learn how music is made through a variety of instruments*
- *Understand how music is composed and written down*
- *Cultivate awareness and understanding of musical traditions, styles and cultures from other times and places*
- *Develop the interrelated skills of performing, composing and appreciating music*
- *Offer an enjoyable and fun way of learning*
- *Develop imagination and creativity*



## **Teaching and Learning**

We aim to make Music an enjoyable learning experience. To reinforce this, teachers have an outlined scheme of work provided by Kapow. In addition to being a fun and interactive scheme, Kapow covers all features of the National Curriculum for Music and provides an up-to-date, comprehensive and whole school digital resource. The units outlined by Kapow provide active, engaging, purposeful lessons as well as activities for children of all abilities.

At St Hubert's, we believe that Music should be shared through a variety of means and be fostered in a positive relationship with home, school and the wider community. We provide extra-curricular musical activities which include the school choir, the Let's Go Sing concert and various other singing events in the local community.

## **Foundation Stage and Key Stage One**

Children listen carefully and respond physically to a wide range of different kinds of music. They play musical instruments and sing a variety of songs from memory. They explore and enjoy the way sounds and silence can create different moods and effects which lends itself to children's social development. Counting songs raise a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Music is also explored in Physical Education through dance and action songs.

## **Key Stage Two**

In Key Stage 2, children sing songs and play instruments with increasing confidence, skill expression and awareness of their own contribution to a group or class performance. They improvise and develop their own musical composition in response to a variety of different stimuli with increasing personal involvement, independence and creativity. Children explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of different kinds of music from different times and cultures.

| National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| KS1 Music Key Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| Pupils should be taught to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |
| <ul style="list-style-type: none"><li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>▪ play tuned and untuned instruments musically</li><li>▪ listen with concentration and understanding to a range of high-quality live and recorded music</li><li>▪ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |
| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <ul style="list-style-type: none"><li>▪ I can listen to music with sustained concentration</li><li>▪ I can find the pulse whilst listening to music and using movement.</li><li>▪ I can use the correct musical language to describe a piece of music.</li><li>▪ I can recognise different instruments.</li><li>▪ I can discuss feelings and emotions linked to different pieces of music.</li><li>▪ I can begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse of the music.</li><li>▪ I can listen to, copy and repeat a simple rhythm or melody.</li><li>▪ I can understand that pitch describes how high or low sounds are.</li><li>▪ I can understand that tempo describes how fast or slow the music is.</li><li>▪ I can understand that dynamics describe how loud or quiet the music is.</li></ul> |  |

- I can learn and perform chants, rhythms, raps and songs.
- I can learn to follow the conductor or band leader.
- I can sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.

#### Year 2

- I can listen to and understand different pieces of high quality live and recorded music.
- I can find the pulse and internalise it in my head.
- I can improvise a simple rhythm using different instruments including my voice.
- I can understand that timbre describes the character or quality of a sound.
- I can understand that texture describes the layers within the music.
- I can understand that structure describes how different sections of music are ordered.
- I can describe a piece of music using musical language.
- I can confidently perform rhymes, raps and songs.
- I can understand that the words in a song can affect its melody.
- I can sing a song in two parts.
- I can use tuned and untuned classroom percussion to play accompaniments and tunes.
- I can use tuned and untuned classroom percussion to compose and improvise.
- I can play instruments using the correct techniques with respect.
- I can practise, rehearse and perform music to an audience with confidence.
- I can experiment with, create, select and combine sounds using the inter-related dimensions of music.

### KS2 Music Key Learning

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
- 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.

#### Year 3

- I can listen with direction to a range of high quality music.
- I can confidently recognise a range of musical instruments.
- I can find the pulse in songs/music with confidence.
- I can understand that improvisation is when a composer makes up a tune within boundaries.
- I can understand that composition is when a composer writes down and records a musical idea.
- I can sing songs with multiple parts with increasing confidence.
- I can play and perform in solo or ensemble contexts with confidence.
- I can understand some formal, written notation which includes crotchets and rests.
- I can begin to listen to and recall sounds with increasing aural memory.

#### Year 4

- I can confidently recognise a range of musical instruments and the different sounds they make.
- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
- I can use musical language to appraise a piece or style of music.
- I can copy increasingly challenging rhythms using body percussion and untuned instruments.
- I can sing as part of an ensemble with confidence and precision.
- I can play and perform in solo or ensemble contexts with increasing confidence.
- I can understand some formal, written notation which includes minims and quavers.
- I can listen to and recall sounds with increasing aural memory.

#### Year 5

- I can compose complex rhythms using my aural memory.
- I can understand how pulse, rhythm and pitch work together.
- I can improvise with increasing confidence using my own voice, rhythms and varied pitch.
- I can sing as part of an ensemble with increasing confidence and precision.
- I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.
- I can understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff.
- I can develop an increasing understanding of the history and context of music.
- I can listen with attention to detail and recall sounds with increasing aural memory.

#### Year 6

- I can sing as part of an ensemble with full confidence and precision.
- I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.
- I can create a simple composition and record it using formal notation.
- I can develop a deeper understanding of the history and context of music.
- I can appropriately discuss the dimensions of music and recognise them in music heard.
- I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.
- I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.
- I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.
- I can improvise and compose music for a range of purposes using the inter-related dimensions of music.

#### **Music Non-Negotiables**

1. Music must be taught weekly in both Key Stages.
2. Provide opportunities for children to listen and explore a wide range vocal and instrumental musical pieces.
3. In KS1, allow children to use their voices expressively and creatively by singing songs and speaking chants and rhymes.
4. In KS2, allow children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression and improvise and compose music for a range of purposes using the inter-related dimensions of music.
5. Always find out children's prior vocabulary and pre-teach to those who need it, particularly SEND and disadvantaged pupils.

6. Teach at least one new vocabulary word every lesson throughout each topic.
7. Begin a unit with a pre-unit assessment and end with a final assessment of the progression that each pupil has made.
8. Use a unit title page to demonstrate the area of learning and the science question.
9. Music, should be hands-on, practical lessons where children are engaged, challenged and encouraged to explore.
10. Children should be able to demonstrate an understanding of what they have heard.
11. Complete assessment for Music using Insight on a termly basis.
12. Encourage links across the curriculum, for example linking Music to learning in numeracy, computing and so on, demonstrates to pupils how concepts can be used outside the classroom.
13. Differentiate activities with extension possibilities and visual/support materials for children who require it.
14. Ensure vocabulary is displayed, explaining the definitions, then allow your pupils to talk. Task them with using the new language learnt and assist the learners into making their ideas clear and concise.
15. Record performances on media such as the IPad to evidence performances and enable children to edit and improve them.
16. In KS2, allow children to develop an understanding of the history of Music.

### **Assessment, Recording and Reporting**

Teachers assess work in Music by making observations of the children working during lessons and record improvements made against the learning objectives for that lesson. At the end of a unit, children can perform and record their work. This provides an opportunity for pupils to evaluate their own and their peers work in a positive and supportive environment.

In the yearly annual report to parents, teachers make an annual assessment of progress for each child which is then passed on to the next teacher at the end of each year. Due to the more practical nature of music, evidence of work undertaken by children can be in recordings of performances either on video or sound recordings. Teachers use Insight to assess the progress made by each child in their class.

### **Inclusion and Support for All Learners**

At St Hubert's RC Primary School, we are committed to providing inclusive access to Music for all pupils, regardless of gender, ability, ethnicity, or social background. We recognise and respond to the individual needs of pupils, including those with Special Educational Needs and Disabilities (SEND) and those entitled to Pupil Premium (PP) funding.

To ensure all children can engage meaningfully with Music, we provide:

- Differentiated resources and learning styles
- Targeted questioning and scaffolding
- Positive exposure to musical experiences
- Support from teaching assistants or classroom helpers where appropriate

### **Equality Statement**

At St Hubert's, we value the diversity of individuals within our school and wider community. We are committed to promoting equality and inclusion, and do not tolerate discrimination of any kind. Pupils are encouraged to work together, respect one another, and celebrate differences through shared learning experiences, including Music.

## **Resources**

*There are sufficient resources available to support the teaching of all Music units across the school. Instruments and materials are stored centrally and are easily accessible to staff. All teachers and teaching assistants have access to:*

- *The Kapow online teaching resource*
- *Lancashire Music Service training, shared monthly by the Music Coordinator*

*These resources ensure high-quality, consistent delivery of Music across all key stages.*

## **Roles and Responsibilities**

*The Subject Leader's role is to:*

- *Review and contribute to teacher planning*
- *Prepare and develop the Music Policy*
- *Provide consultancy, advice and skills advice to staff*
- *Specify and order resources in consultation with staff*
- *Monitor teaching and learning in music and to provide feedback to staff*

*The Teacher's role is:*

- *Plan for and teach exciting and stimulating Music lessons*
- *Use the progression of skills document to ensure progression in the subject*
- *Use assessment to influence future planning*

## **Professional development and training**

*The Subject Leader attends local conferences and subject update courses when available and then reports back to school in staff training. The Teachers can attend courses to update their subject knowledge and learn new and exciting ways to teach the units.*

## **Review**

*This Music policy will be reviewed by the Music Subject Leader.*