St Francis of Assisi Catholic Primary School

MUSIC POLICY

Rooted in Faith ~ Growing in Love ~ Learning for Life

Compassion – We love and care
Humility – We put others first
Responsibility – We do what is right
Inspiration – We love to learn and achieve
Solidarity – We stand together
Truth – We live by God's Word

Whole School Curriculum Intent

As a Catholic school, the precepts of Catholic education remain at our core. We believe in a challenging and ambitious curriculum, rooted in Gospel values, where all subjects are valued. A broad and balanced curriculum will equip our children with the skills, experiences, knowledge and understanding that they will need for their next stage in learning and to be good citizens in the wider world we live in and contribute to the Common Good.

Music Intent Statement

At St. Francis of Assisi, we aim to provide opportunities for all children to create, play, perform and enjoy music, and to develop the skills to appreciate a wide variety of musical forms. In our school, music plays an important part in helping children feel part of a community. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children.

Intent in our music curriculum is like a progression model: we have looked at what we are teaching, in what order and how is assessment facilitating that. We have established what we would want our year 6s, as developing musicians, to be able to do by the time they leave St Francis. Then, we created our curriculum working backwords from that. What skills and knowledge do they need to be able to attain in each year, building up in order to be that musician we would like to send from our school at the end of year 6.

Aims

The aims of music are:

- 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.
- Use emerging technologies to inspire and encourage a love of music.
- To promote a range of musical activities beyond the core curriculum (before and after school) to ensure wider participation in musical activities.

Subject Curriculum Design – Implementation

The curriculum is the backbone of everything that is happening with music at St Francis.

We have created our own music curriculum with a belief that a central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical. To ensure that our curriculum

reflects the breadth and ambition of the national curriculum we adapted two non-statutory documents: The Model Music Curriculum (March 2021) and A National Plan for Music Education 'The power of music to change lives' (July 2022).

Key stage 1 and Early Years pupils are being taught to:

- use their voices expressively and creatively 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 Reception classes pupils are encouraged to experiment with music using their voices, instruments and through movement and dance.

Key stage 2 pupils are being taught to:

- sing and play musically with increasing confidence and control.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

Sequencing the Curriculum

Our curriculum, which follows the guidelines of the National Curriculum, aims to give children the opportunity to develop performance, composition and listening skills through exploring a variety of musical styles, traditions and genres and by taking part in a wide range of activities. The curriculum has been sequenced using the following stimulus:

Curriculum design

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EY		Nativity				
Y1	Camille Saint-Saens 'The Carnival of the Animals'. Exploring how Saint-Saëns uses music to portray characteristics of animals in each movement.	Nativity	Pulse and rhythm Introducing three kinds of notes: 𝅗𝅥 𝅗𝅥 𝅗𝅥 𝅗𝅥 ♩ ♩ ♩ ♩ 	Introducing SOLFA Mi, So, La	CHARANGA All the learning in this unit is focused around two songs: Hey You! - a Hip Hop song for children and In the groove.	Boomwhackers BBC Bring the noise
Y2	Sergei Prokofiev 'Peter and the Wolf'. Describing instruments of the orchestra.	Nativity	Pulse and rhythm Kodaly Method	Revising SOLFA from Y1. Adding Do and Re.	CHARANGA All the learning in this unit is focused around two song: Friendship Song and I wanna play in a band – a rock song for children.	Boomwhackers BBC Bring the noise
Y3	Year 3 Music Project: Requiem in D Minor (K. 626: III) by Wolfgang Amadeus Mozart. Describing pitch.	Carol Service	Understanding pitch and duration: Introducing the staff with the first five notes of the C major scale.	Easter Production	Understanding pitch and duration: WCET Whole Class Ensemble Teaching.	Understanding pitch and duration: WCET Whole Class Ensemble Teaching.
Y4	Year 4 Music Project: Ludvig van Beethoven 'Symphony no 5' Describing dynamics.	Carol Service	Understanding pitch and duration: Fitting quavers into a quarter note/half note/whole note.	Easter Production	Understanding pitch and duration: WCET Whole Class Ensemble Teaching.	Understanding pitch and duration: WCET Whole Class Ensemble Teaching.
Y5	Year 5 Music Project:	Carol Service	Understanding pitch and	Understanding pitch and	Using loops to create own	End of the year production

	'English Folk Song Suite' by Vaughan Williams Describing the different moods and characteristics		duration: WCET Whole Class Ensemble Teaching.	duration: WCET Whole Class Ensemble Teaching.	piece of music. Garageband software.	
Y6	Year 6 Music Project: Carmina Burana – 'O fortuna' by Carl Orff Listening, describing and reflecting on a piece of orchestral music.	Carol Service	Understanding pitch and duration: WCET Whole Class Ensemble Teaching. Composing melody that fits in chords progression.	Understanding pitch and duration: WCET Whole Class Ensemble Teaching. Composing melody that fits in chords progression.	Garageband software. Arranging instruments and composing a short movie soundtrack.	End of the year production

The medium-term plans and weekly plans give details of each unit of work is sequenced.

Assessment and Record Keeping

At Saint Francis of Assisi School assessment is an integral part of the teaching process. We use both **formative and summative assessments**, which are at the centre of checking if the curriculum is actually working.

FORMATIVE ASSESSMENT

"IN THE MOMENT" FORMATIVE ASSESSMENT is critical because it is live correction – live guidance with the children and it has the biggest impact on their learning. We always give clear and precise feedback that is context specific. Our formative assessment is a 'conductor model' because most of the work for the final performance is done during rehearsals. This is happening on regular basis at St Francis:

- Every term musical recital
- Early Years, KS1 Nativity; KS2 carol service

- Easter production
- End of the year production
- Friday's performances during celebration assemblies

Formative assessment in music shapes how the children will play/sing:

1. Music is fluent – doesn't have stops in the middle – the children can sing or play from the beginning to the end and give a really pleasing musical experience to the listener. They know the notes, the rhythms and the lyrics really well.
2. Children can play technically accurately – there will be slips and mistakes during performances and it is important that the children know they are allowed to make errors when they are performing and learn through them or just ignore them. It is about making sure that most things are there and secure, clear and purposeful.
3. Play/sing with expression – dynamics, timbre, speed of music, articulation etc... We often involve children in these conversations.

We do not just ask the children to play what is in front of them but try to combine all three things together to create a really authentic and exciting musical experience for the children and the audience.

SUMMATIVE ASSESSMENT

Although formative assessment in music is our priority, we do have summative assessment too.
This is what the summative assessment is at St Francis:

1. We make sure we allow time for the new skills and knowledge to imbed – there is no point in assessing if children are not ready - it has to be meaningful. This is why at our school assessment schedule takes it into account.
2. Concerts.
3. Class performances.
4. Sharing compositions.
5. Video/sound recordings that can be listened back to.

Summative assessment in music is never a judgement of how musical a child is. It is testing if the curriculum is actually working.

Inclusion and Special Needs

We aim to meet the needs of all children by an effectively differentiated curriculum through quality first teaching. Where we identify that, due to one or more factors a child is finding an area of learning challenging, measures are put in place using adaptive teaching to support the child in catching up. These adaptations are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice. On occasion a child may have a significant difficulty which requires support from specialist strategies or external

agencies. Ultimately, we aim to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability. Where children do find difficulties we are pro-active in our actions.

Monitoring and Evaluation

The monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music specialist, overseen by SLT.

Additional music teaching.

Children are offered the opportunity to study a musical instrument with peripatetic teachers. Peripatetic music teaching is provided by West Sussex Music, Love Music School and other visiting teachers. Children from years 2 – 6 wishing to learn a musical instrument can apply for individual or group lessons to learn one of a variety of instruments, such as the guitar (classical, electric or bass), keyboard, piano, drums or singing.

Spiritual, moral, social and cultural development.

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods and senses. Children at St Francis of Assisi school have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies. We regularly celebrate Catholic faith with hymns in school and class liturgies, Masses and assemblies, which bring us together through the Gospel values and celebrates our sense of belonging.

The school choirs, musical events and wider musical provision

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities. We hold a KS2 Christmas Carol Service and a KS1 and Early Years Nativity in the Autumn term. In the Spring term Years 3 and 4 perform an Easter production. All the children in years 5 and 6 are involved in an end of the year production. There are also 2 musical recitals in the Spring and in the Summer Terms, when children perform on stage in front of the whole school and parents.

Our KS1 choir is open to pupils in Reception, Year 1 and Year 2. It takes place weekly and gives children the opportunity to learn a variety of songs and perform at various music festivals and community events, from the very beginning of their school life.

We have a very successful KS2 choir at St Francis. It is open to invited students in Years 3, 4, 5 and 6. We sing regularly at school events and special occasions in the community. We also compete in music festivals.

All children in KS2 are welcome to join a singing club where there are no auditions, all that is required is a love for singing and dedication.

Reviewed Nov 2026 by MS