



St. Paul's Catholic Junior School
Music Curriculum and Teaching Policy
October 2025

*'Learning from the example of Jesus, our school
will be a place where everyone feels loved,
valued and encouraged to be and do the best they
can.'*

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Programme of study (National Curriculum 2014)

'Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.'

Intent

There are several key concepts which drive the Music curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

At our Catholic Primary School, music is implemented as an integral part of our broad and balanced curriculum and as a vital expression of our faith, identity, and community. In line with the *Model Music Curriculum (DfE, 2021)*, we provide a rich, sequential, and inclusive music education that nurtures pupils' creativity, musicianship, and spiritual development. Through singing, listening, performing, and composing, children are encouraged to use music to praise God, express joy, and build connections with others.

2) KNOWLEDGE RICH AND HUMANITY RICH

Our Music Curriculum uses the National Curriculum Programme of Study and content as its basis. Our approach to music is knowledge rich, covering the objectives of the National Curriculum, and it also aims to be a high-quality music education which will engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

We are developing our approach to bring it increasingly line with the Department for Education's *Model Music Curriculum (2021)*, ensuring that all pupils receive a high-quality, sequential, and inclusive musical education. The curriculum is designed to develop pupils' skills, knowledge, and enjoyment across the key strands of **singing, listening, composing, and performing**, while nurturing creativity, collaboration, and self-expression.

In line with our Curriculum Policy and following the pedagogy of 'Heathcote's Continuum of Engagement', we also seek for children to be actively invested in their learning, encouraging a 'botheredness' mindset which promotes both the retention and application of their knowledge, skills and understanding in making a positive difference to their own lives, their community and the wider world. Music should also be seen as a vehicle for the building of children's self-esteem, confidence and self-discipline and the enhancement of life skills. This broadens our intent past merely being 'knowledge rich' to being 'humanity rich'.

Exposing pupils to the wealth of diversity in Music also forms a large part of a 'knowledge and humanity rich' curriculum. We aim for pupils to experience learning based around people and civilisations from a wide range of cultures and backgrounds, challenging stereotypes and generalisations.

3. ORACY

Oracy runs as a thread through our lessons. Sessions are to be 'talk' and vocabulary rich to help counter the communication deficit. Through the listen and appraise sessions, children are taught to listen carefully and respectfully to other people's thoughts about the music. They also take it in turns to discuss how the songs and music makes them feel.

4. RESILIENCE

We promote a growth mindset attitude which encourages perseverance when challenges arise.

5. MENTAL WELL BEING

Engaging in Music and creative activities has potential to encourage pupils to express emotions, reduce stress and encourage a better sense of self-esteem. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2.

We also aim to ensure that pupils' History skills in all areas prepare them for the demands of KS3.

We are committed to weaving career related learning through our History curriculum to prepare all of our pupils for the future.

In all History lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

Curriculum Delivery

Music is taught in a six week block each term as a discrete subject by the class teacher. Singing takes place weekly in assemblies. Learning follows a **carefully sequenced progression for each year group** across the areas of singing, listening and appraising, performance, notation and composition. which has been mapped out for each year group. Learning around key musical concepts such as pitch, rhythm, dynamics, tempo, timbre, texture and structure is embedded in these areas. We understand that new learning is fragile, so our approach is generative. Prior learning on musical concepts is revisited in all topics to develop secure musical understanding.

The curriculum combines **practical music-making, musical literacy, and listening and appraisal**, promoting engagement, enjoyment, and achievement for all pupils.

Links are made to the **Catholic liturgical calendar**, with music used to enhance worship, reflection, and celebration throughout the year.

Linking in with our curriculum intent, we believe that it is vitally important for children to develop their own opinions and voice about Music. In order to facilitate this, Oracy is promoted within all Music lessons.

Vocabulary development is integral to the teaching of Music within St. Paul's. Progression maps for vocabulary are used to ensure prior learning in this area is built on from year to year. Vocabulary is also progressively taught between lessons in each topic and is evident on the history displays that are used within each classroom

Singing

Singing is central to music at our school and is valued as both a musical and spiritual practice.

- Pupils learn to sing confidently, tunefully, and expressively, using their voices to communicate emotion, faith, and meaning.
- Repertoire includes traditional hymns, liturgical songs, and a range of secular and world music to broaden musical appreciation.
- Singing is embedded across school life — in assemblies, liturgies, Mass, and celebrations — strengthening our sense of community and shared worship.

Instrumental learning

All pupils participate in **whole-class instrumental learning** in line with the Model Music Curriculum's emphasis on inclusivity and access for all. All pupils have access to untuned percussion. Pupils in lower school are taught notation on glockenspiels, whilst pupils in upper KS2 are introduced to the keyboard.

Pupils develop instrumental technique, ensemble skills, and the ability to read and progressively begin to perform from notation.

We are looking to develop instrumental work across school life, supporting worship and school performances, enabling pupils to contribute musically to the life of the school and parish community.

Composing

Pupils are encouraged to create and explore music using their voices, instruments, and digital tools. Composition tasks are purposeful, linked to themes explored across different topics. Improvisation develops pupils' creativity and confidence, fostering a sense of freedom and joy in musical expression. Pupils record, notate, and refine their compositions in a variety of ways, progressively building up to stave notation.

Listening and Appraising

Listening is used to inspire curiosity and develop musical understanding in all lessons. Pupils explore a diverse range of music, including sacred, classical, folk, and popular styles, from different times and cultures. Through listening, pupils learn to identify musical elements, discuss the intentions of composers, and recognise the role of music in worship and society. Music is also played in the corridors as pupils come into school in the mornings. The genre, composers and performer change over the year allow pupils to experience the breadth and diversity of the Musical experience.

Musical Notation and Literacy

Pupils are introduced progressively to **staff notation**, beginning with simple rhythms and pitches and advancing to reading and writing short melodies and patterns by Year 6. Notation is taught through active music-making, supporting pupils in performing, composing, and understanding written music as a form of universal communication.

Performance and Enrichment

Performance is central to music education at our Catholic school. Pupils perform regularly within class, during collective worship, and at community and parish events such as Masses. Each year group has a formal performance opportunity, mainly linked to the liturgical year. Year 3 present a Harvest Celebration, Year 4 perform a musical version of the Easter story, Year 5 present a musical retelling of the Christmas story and Year 6 sing a variety of music at their Leavers' Service.

We are currently seeking to develop our enrichment offer for Music. A musical theatre club runs each year, open to all pupils in Year 5 and 6 who wish to attend. The school choir performs at events such as the Zoe's Place Carol Service. High quality, small group instrumental tuition for pupil premium children is a priority for our school, but we are seeking to roll out further extra curricular instrumental tuition across the school.

We are looking to develop further opportunities for ensemble work, choir participation, and instrumental performances in concerts and celebrations. These experiences foster confidence,

teamwork, and service, helping pupils understand music as a way of contributing to the wider faith community.

Assessment

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book scrutinies, lesson observations, learning walks and pupil/staff voice surveys. All monitoring undertaken helps to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for Music. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. To aid teachers in making judgements, internal standardisation takes place each term for Music, with teachers across the school reviewing and moderating a selected sample of pupils' work to against the relevant progression map objectives. Both the data drops and standardisation receipts help the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help

children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the History curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.

- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Use of concept cartoons to promote critical thinking.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English; our whole school focus on Oracy is an important level of support for these children. This enables teachers to support pupils to take part in all subjects.

Impact

- to enable all of our pupils to make good progress across all areas of the Music curriculum, from whatever the individual's starting point may have been. We define progress as knowing more and remembering more. It is the widening and deepening of knowledge, skills, understanding and behaviours.
- to provide pupils with a language rich musical experience, giving them the skills required to grow into independent and confident citizens, who can express their opinions on different genres of Music.
- for our pupils to be kind, respectful and resilient and to carry these skills forward into their future.
- for pupils leaving us to be well prepared for the next stage in their lives, particularly for the further study of Music at KS3, but also with skills that they can take forward into their future careers.
- for pupils to be self-assured, confident in their creative skills.
- for all pupils to feel inspired that they can use their musical skills to make a positive difference

in their own lives, within society and to the world around them.