

St Francis Xavier Catholic Primary School



Music Policy

Date written	September 2026
To be reviewed by	September 2028

Legislation and guidance

The music curriculum is designed to meet the statutory requirements of the National Curriculum for Music at Key Stages 1 and 2. It also recognises the importance of music within the Early Years Foundation Stage, where children develop through exploring sounds, singing, movement and creative expression.

The school uses the Kapow Primary Music scheme as the basis for its music curriculum. The scheme is designed to provide full National Curriculum coverage at Key Stages 1 and 2 and supports progression from EYFS through to Year 6.

Intent

At St Francis Xavier, we aspire for each and every one of our pupils to develop into confident, creative and enthusiastic musicians who have a love and appreciation of music. We aim to provide all pupils with opportunities to experience, create, perform and respond to music, regardless of their prior musical experience or ability. Music is the universal language where we aim to enthuse a passion for music by making it fun, creative but also developing literacy and language skills with the goal of encouraging a child to engage in music their whole lives.

We aim to develop pupils' musical knowledge, skills and understanding to enable children to become confident performers, composers, and listeners such as self-esteem, confidence, teamwork, resilience and perseverance.

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.

Implementation

Curriculum

The music curriculum at St Francis Xavier is underpinned by the Kapow scheme of work. This supports teacher knowledge and understanding when delivering the key concepts and skills of the music curriculum. Music is taught from EYFS to Year 6 and is built around a spiral curriculum to ensure that musical knowledge and skills are revisited, developed and built upon each year.

The curriculum provides pupils with opportunities to develop their skills in singing, playing instruments, listening and evaluating, improvising, composing and performing. Pupils experience a wide and varied range of music from different cultures, traditions, genres and generations. Performance is incorporated into many lessons, allowing pupils to develop confidence and experience making music both individually and as part of an ensemble.

In Key Stage 1, pupils develop their musical skills through the use of tuned and untuned percussion. This ranges from exploring sounds through activities such as table tapping to using instruments such as tambourines and other percussion instruments. Pupils develop their understanding of pulse, rhythm, pitch and other musical elements through practical activities.

In Key Stage 2, pupils continue to develop their musical knowledge and skills through a range of practical and creative experiences. We provide a wide and varied range of musical opportunities for all pupils, including whole-class instrumental tuition in Year 3 using recorders. Technology is also incorporated into the curriculum where appropriate, particularly within the Year 4 Loop-based Composition and Year 6 Film Soundtracks units.

Wider Musical Opportunities

Alongside the Kapow curriculum, pupils are provided with opportunities to experience and perform music as part of wider school life. We have weekly hymn practice for pupils in KS1 and KS2 taught by an experienced music and singing teacher, providing regular opportunities for pupils to develop their singing and perform together as a whole school community.

Each Key Stage participates in the Nativity/Christmas performance, providing pupils with the opportunity to rehearse and perform to an audience. Through our after-school provision, pupils also have the opportunity to join the school choir, where they can develop their singing skills, confidence and enjoyment of performing.

We aim to provide musical opportunities for all pupils, ensuring that children have opportunities to develop their musical skills both within and beyond their weekly music lessons.

Impact

Our pupils leave school with a secure grounding in the knowledge, skills and understanding required to participate confidently in music.

Pupils will be able to:

- Sing and perform with increasing confidence and expression.
- Play a range of tuned and untuned instruments.
- Keep and recognise a steady pulse and rhythm.
- Read and use appropriate musical notation.
- Compose and improvise music for different purposes.
- Listen critically and respond thoughtfully to music.
- Use an increasingly developed musical vocabulary.
- Work collaboratively as part of an ensemble.
- Explain and evaluate their own musical choices and performances.
- Recognise and appreciate music from a range of cultures, traditions, genres and historical periods.

We aim for pupils to remember and apply their musical knowledge and skills in different contexts. Pupils will increasingly demonstrate independence when making musical decisions and confidence when performing to others. They will develop the ability to listen critically, evaluate their own work and the work of others, and make improvements to their musical performances and compositions.

Through their musical experiences at St Francis Xavier, we aspire for pupils to develop self-esteem, confidence, teamwork, resilience and perseverance. We encourage pupils to develop a genuine love and appreciation of music and to leave St Francis Xavier recognising themselves as musicians who can continue to enjoy, appreciate and participate in music throughout their lives.

National Curriculum Link

Music is a statutory foundation subject within the National Curriculum at Key Stages 1 and 2. The National Curriculum requires pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions; learn to sing and use their voices; create and compose music; have opportunities to learn an instrument; use technology appropriately; and understand how music is created and communicated.

At Key Stage 1, pupils are taught to:

- Use their voices expressively and creatively through singing, chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

At Key Stage 2, pupils develop increasing confidence and control when singing and playing instruments. They are taught to:

- Perform in solo and ensemble contexts.
- Improvise and compose music for different purposes.
- Listen with attention to detail and recall sounds using increasing aural memory.
- Use and understand staff and other musical notation.
- Appreciate a wide range of high-quality live and recorded music from different traditions.
- Develop an understanding of the history of music.

In EYFS, music contributes particularly to the Expressive Arts and Design area of learning. Children are given opportunities to explore and respond to sounds, sing, move to music, play instruments and express their ideas creatively.

Assessment and Feedback

Assessment in Music is primarily formative and takes place throughout lessons. Teachers use questioning, observation, discussion and pupils' musical work to assess their knowledge, skills and progress.

Kapow provides assessment opportunities within its units, including quizzes to assess pupils' understanding of key knowledge.

Assessment is used to identify misconceptions, provide appropriate support and inform future teaching. Teachers monitor progress from pupils' individual starting points and provide appropriate challenge and support.

Music attainment is included in annual reports to parents and carers, reflecting pupils' progress against relevant National Curriculum expectations.

Pupils summative attainment in music is recorded termly on SONAR, the school's online data analysis platform. The subject leader uses this data to track pupil progress, identify target pupils, target groups of pupils including contextual groups and target domains of the curriculum.

Inclusion

Teachers maintain high expectations for all pupils and ensure that all pupils can access the full Music curriculum, regardless of prior experience, attainment or individual needs.

Lessons are adapted, where appropriate, to support pupils with SEND and/or disabilities, disadvantaged pupils, EAL learners, pupils with low prior attainment and higher-attaining pupils. Adaptations may include modelling, repetition, visual prompts, adapted notation, carefully selected instruments, flexible grouping and additional rehearsal opportunities.

Teachers consider pupils' sensory, physical, communication and cognitive needs and provide appropriate scaffolding while maintaining high expectations. Pupils may demonstrate their musical understanding through singing, playing, composing, movement, listening, discussion or visual representation.

The curriculum promotes inclusion through music from a diverse range of cultures, communities and traditions, supporting representation and challenging stereotypes.

The transition from EYFS to KS1 builds on children's early musical experiences, providing a foundation for more formal musical learning in Year 1.

Roles and responsibilities

Staff

All staff will ensure that the school music curriculum is implemented in accordance with this policy.

The Music Leader will ensure this policy is being adhered to and will monitor the effectiveness of Music lessons throughout the school. The Music Leader will support staff with planning, resources, assessment and subject knowledge where appropriate.