



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire

'Children in our heart, Christ at the centre'
'We love, we learn and we live'



Name of Policy	Music Policy
Reference Number	
Date of e-signoff	November 2025
Headteacher	Katrina Straker
Music Lead Governor	Luke Bower
Date for review	November 2027

Music Policy



St Anthony's Catholic Primary School

An Academy within The Catholic Academy Trust in South Hampshire



**'Children in our heart, Christ at the centre'
'We love, we learn and we live'**

The St Anthony's mission statement is 'Children in our heart, Christ at the centre. We love, we learn and we live.' To live out this mission, we are guided and led by our Catholic ethos that places the Catholic Social Teaching principles of Human Dignity and the Common Good at the heart of our school. We recognise that each of us is unique and loved by God and we are called to lead by example, as Christ did, to show respect and love to every person because each of us is made in the image of God.

'Where words fail, music speaks' Hans Christian Andersen

Introduction

We recognise that music is an essential part of every child's education and it is a key part of the broad and balanced curriculum that we offer at St. Anthony's Primary School. Music has a great impact in many people's lives whether you listen to it, play an instrument, sing or compose. Music can help to develop the skills, attitudes and attributes that can support learning in other national curriculum subjects. This includes listening skills, the ability to concentrate, creativity, intuitions, aesthetic sensitivity and perseverance, the ability to work in a group, self-confidence and sensitivity towards others. Therefore, it is important that we work to ensure that we provide enriched opportunities for our children to develop their music skills as part of a creative curriculum.

Curriculum Intent

At St Anthony's, the intent is to deliver a music curriculum based on the National Curriculum, which provides opportunities for children to participate in a variety of musical experiences. Through these experiences, we endeavour to build up the confidence of all children to become involved, enjoy and perform to the very best of their ability. To support teachers and children on their musical journey we follow the 'Hampshire Music Service' scheme of work. The subject leader has identified key intentions for our music curriculum. These are:

Intention 1. To build a curriculum that develops the children's ability to investigate, explore, create and evaluate music.

To encourage children to listen to a wide repertoire of music and learn about structure and organisation. To encourage children to listen to, evaluate and to appreciate different forms of music. To explore a variety of music elements and techniques and to use these in their creative music making. To teach the children how to work with others to compose music and perform for an audience.

Intention 2. To build a curriculum that encourages children to perform together through singing.

To build self-confidence, promote self-esteem, engage the emotions, promote social inclusion, support social skill development, and enable young people of different ages and abilities to come together successfully to create something special in the arts through singing.

Curriculum Implementation and Impact

The two subject intentions are used to drive curriculum implementation alongside appropriate evaluated educational research. The school implements the music intentions in the following way:

Intent	Research link	Implementation	Impact
<p>To build a curriculum that develops the children's ability to investigate, explore, create and evaluate music.</p>	<p>Jahn Paynter, pioneer of creativity and composing in schools, states that: <i>'Music education does have a place as a timetabled classroom subject in the school curriculum, and it should be available to all pupils. It should be seen as part of a general policy for the arts in education, because the arts offer unparalleled opportunities for the development of imagination, sensitivity, inventiveness and delight - essential elements in a balanced curriculum'</i></p> <p>The Importance of Music' – A National Plan or Music Education (DFE) (DCMS)</p> <p>The MUSE academy states that 'The act of making music facilitates high levels of cognitive function, including complex problem solving, logical reasoning as well as conceptual tasks. '</p> <p>Music and Cognitive Development – MUSE Academy</p>	<p>A clear and effective scheme of work (Hampshire Music Service) that provides coverage in line with the National Curriculum and the non-statutory 'Model Music Curriculum Guidance 2021'.</p> <p>Teaching and learning should facilitate progression across all key stages within the strands of the National Curriculum expectations and the Hampshire Music Service expectations.</p> <p>This comprehensive 'spiral approach' scheme of work should allow our children to develop a sequence of learning through four/five units per year.</p> <p>Our children should have access to resources to aid in their acquisition of skills and knowledge.</p> <p>Children will have access to the materials and resources that they need to develop knowledge and skills in music.</p>	<p>Children will be confident investigators, explorers and creators of music.</p> <p>The integral nature of music will help children to develop fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. They will have sufficient knowledge of music to be able to develop their skills further as they enter the next stage of their lives.</p>
<p>To build a curriculum that encourages children to perform together through singing</p>	<p><i>'The Benefits of Singing'</i> research indicates that there are many benefits of singing and childhood provides the crucial opportunity to lay the foundations of a positive lifelong singing and musical identity.</p> <p>The physical, psychological, social, musical and educational benefits of singing - research document</p> <p><i>Professor Graham Welch - the UCL Institute of Education - Chair of Music Education and the Society for Education, Music and Psychology Research.</i></p>	<p>Songs are at the heart of the Hampshire Music Service scheme of work and at the centre of most units of learning, a song acts as a starting point for musical development.</p> <p>In addition to this children have a number of opportunities to develop their singing skills further by joining together to perform hymns at Mass and taking part in performances including Christmas productions, the Easter Passion Play and the Year Six summer production.</p> <p>We also offer wider opportunities in developing children's skills and enjoyment of singing in our school choir 'St Anthony's Singing Stars'. This is all- inclusive and is offered to children from Year Three to Year Six. Children will have opportunities to perform locally, regionally and on a national scale.</p>	<p>Children will develop a strong musical identity through singing and will benefit physically, psychologically, socially, musically and educationally through their experience of singing and performing together.</p>

In music, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

In music, the following approaches will be used, and be evident in pupil discussion, observations and recordings of performances, in order to ensure that the music learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their music experiences in school:

Investigate	Listen to and appraise a wide range of musical genres
Explore	Explore the interrelated musical dimensions using a song as a starting point and through games, singing, playing instruments and improvising
Create/Perform	Using songs as starting points for own musical compositions and performing them to audience.
Evaluate	Review musical compositions/performances and make simple judgements about their work and others.

Possible pedagogical approaches used in Music:

Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
Constructivism	Inquiry-based learning
Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group interaction/performing
Liberationism	Pupil-led learning; opportunities
Learning, working and talking about music	Being introduced to the key vocabulary relating to music so that all children can confidently articulate their ideas, knowledge and skills within the four strands of Investigating (Knowledge and Understanding), Exploring (Technical Skills and Knowledge), Creating and Evaluating (Presenting, Reviewing and Revisiting)

1. Roles and Responsibilities

The role and responsibilities of the music leader is to:

- allocate and monitor the effective use of resources within a delegated budget;
- monitor standards to ensure high quality teaching and learning. This may include pupil discussions, lesson observations and moderation of recorded work;
- involve staff in the development of the subject within school;
- keep staff informed of developments within music;
- ensure the school follows National Curriculum guidelines;

- evaluate the needs of the school and develop plans to meet those needs;
- support the needs of staff and mentor in regards to music;
- provide opportunities for children to perform in concerts, recitals etc.
- provide opportunities for children to develop their musical skills further in the wider music curriculum e.g, peripatetic lessons, St Anthony's Singing Stars, school orchestra;
- provide opportunities for children to experience live performances e.g. Royal Marines Band
- provide opportunities for children to perform locally, regionally, and nationally e.g. Tudor Lodge Nursing Home, Sing Up Concert in Basingstoke, Young Voices@O2 Arena, London
- promote a positive attitude to music across school;
- integrate new music resources into the curriculum and train staff to ensure confidence in their use;
- liaise with external groups and individuals, including local schools, governors, Hampshire Music Service in relation to standards in the subject;
- be accountable for the standards within the subject.

The role and responsibilities of class teachers is to:

- identify opportunities to embed music across the curriculum as appropriate;
- provide opportunities for all pupils to use a range of musical instruments in the classroom and across school;
- ensure reasonable adjustments are taken to ensure all pupils can access the music curriculum e.g. LSA support, peer support
- evidence teaching and learning as appropriate to the scheme of work (written work, electronic work, planning);
- make informed judgements of pupil attainment in music.

Music Non-Negotiables

- Every child will have the opportunity to develop their musical skills further by learning to play a musical instrument or singing through peripatetic lessons or joining Singing Stars
- Every child will have the opportunity to experience music through live performance
- The music curriculum must cover the strands of investigating, exploring, creating and evaluating

2. Music Across the Curriculum

In order to prepare pupils for using music in the wider world, we actively encourage them to take part in concerts and performances within the school and wider community including cross curricular productions such as Nativity and Easter productions, musical theatre productions and assemblies. This allows children to apply their music knowledge and skills to new contexts, reinforcing said knowledge and skills. This could range from group and solo vocal performances within musical theatre productions and religious celebrations such as masses and assemblies to instrumental performances at events such as Music on a Summer's Evening.