

St James' C of E Primary School



SAINT JAMES'
Church of England School



The St James' LEARN curriculum.

L	Love Jesus	
E	Equality for Everyone	
A	Attend every day	
R	Reach for the stars	
N	Never give up	

*We are walking hand in hand with Jesus
fulfilling the potential God has given us.*

'For with God nothing is impossible'

Luke 1:37

Music Policy 2025

Luke 1:37 "For with GOD nothing shall be impossible"

Our LEARN Curriculum Key Principles:

Our **LEARN** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

- Promoting positive partnerships to support the families of our school who speak 15 different languages and who come from many varied faiths and none. So that ALL our pupils are settled in school and ready to **LEARN**.
- Providing nurture, emotional, financial, and spiritual support to our pupils and All stakeholders. So that families and children are fully supported and are in the best place they can be and ready to **LEARN**.
- By understanding our community and thus providing learning opportunities in environments which promote reading, oracy, and the constant development of vocabulary. So that our pupils are equipped with the skills they need to flourish in life and **LEARN**.
- By providing dedicated nurture spaces to offer emotional and practical support to meet the needs of ALL of our pupils thus allowing them to **LEARN**.
- A curriculum which will be inclusive, aspirational, and relevant and respectful to the culture and customs of our children and families. So that our children want to come to school, are engaged with their individual needs met, and experience a full and varied range of opportunities to enrich their lives and **LEARN**ing experience.

Because we truly believe that **'For with God nothing is impossible'**

What is Music?

Introduction

We aim for all pupils to be excited and inspired by music, to know more, remember more and do more because of their engagement in exciting music lessons and through opportunities to explore and experience music in the world. Ultimately, we want pupils to understand music and be inspired and motivated by the opportunities that lie within the subject; to leave primary education having learnt the skills needed to play a musical instrument; to be inspired and motivated by the works of musicians from the past and present and develop their own appreciation for music history.

The aims of the national curriculum are:

- Children 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
- Children 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
- Children 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.

Intent

Music is held in high regard at St James'. The curriculum at St James' has been carefully planned and structured to ensure that current learning is linked to previous learning, building upon existing skills covered in previous years in more depth, and that the school's approaches are informed by current pedagogy. St James' follow the Charanga Scheme from reception to year six. This allows children to consistently build upon previous units and year groups to further enhance their understanding of music.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances

Implementation

Timetable

The timetable has been structured to allow for the teaching of Music to be taught for 1 hour each week.

The time dedicated to Music ensures that each unit can be delivered to a high standard and children can cover the musical dimensions through singing and playing instruments, listening and creating music – all intrinsically linked through a central song or piece.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' as the supporting guidance, however the Early Learning Goals are the end point for our children in EYFS. Children within the EYFS are exposed to music through the specific area of 'expressive arts & design'.

In EYFS music is taught through continuous provision and the whole class teaching of Charanga in Reception.

Each topic has a well-planned, medium-term plan with National curriculum objectives recorded. Teachers annotate their MTPs and refer to them from lesson to lesson. Specific annotation will include personalised adaptations for all SEN, a plan for the TA and their role. Each topic has:

- a knowledge organiser signposting key knowledge and key vocabulary (where appropriate)
- learning objectives – written as 'I can...' statements to link into teacher/peer/self-evaluation
- detailed knowledge and skills written into each lesson to ensure coverage
- an end of unit task

From year 1 - year 6 classrooms, there will be a timeline displayed. The timeline will be used as a cross curricular resource and develop the understanding of 'Time' throughout all areas of learning. Evidence of learning will be shown through floor books, lesson observations and monitoring on a half termly basis.

Our lessons are based around 5 sections – please see below:

RETRIEVAL: review and activate knowledge/skills/vocab from previous lesson; previous series of lessons; previous linking of units, place learning in a wider context

HOOK: share the learning objective. Children will listen to a piece of music and identify what instruments they can hear and be asked for their opinion on if they do or do not like the piece of music and justify why.

EXPLICIT TEACHING & MODELLING: pupils receive new information, this may be learning about the beat, pulse or rhythm. They have an opportunity to find this within the taught piece of music for that half term.

INDEPENDENT PRACTICE & APPLY: pupils make sense of information, either repeated singing or joining the vocals with a musical instrument, for example, a glockenspiel or ukulele.

PLENARY review information/learning – children are able to perform what they have learnt to the rest of the class.

Support for SEND

Weekly Music lessons are inclusive to pupils with special educational needs and disabilities. Within the weekly Music lesson, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to Music. It is the teachers' responsibility to tailor resources to the needs of their children.

We support children with prior access of knowledge organisers to find key facts to use in their work. We provide opportunities to teach key vocabulary from the knowledge organiser to support the children's understanding of musical vocabulary. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher's medium-term plans. It is important to extract relevant information from the knowledge organisers to support the achievement of the specific learning objective.

A pupil's English ability should not be a barrier to their historical knowledge and understanding. Therefore, we feel that at times it is necessary for pupil to verbalise their responses, have their work scribed when appropriate.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

Supporting SEND areas of need in Music

Cognition and Learning	Communication and Interaction
• Instructions are short and precise • Modelling is used to demonstrate what is expected • Mixed ability groupings • Clarify understanding of activity discretely • Positive reinforcement • Key vocabulary displayed and referred to	• Simple 1 step instructions used • Key vocabulary displayed and referred to • Visual modelling/demonstration of activities • Mixed ability pairings • Child's name used to gain attention before speaking to them.
Social, Emotional and Mental Health (SEMH)	Physical and Sensory
• Positive reinforcement used during the lesson • Class communicated to in a calm, clear manner • Support given to assist communication with peers • Access to quiet space if needed • Discussions about cultural capital linked to emotions and responses	• Help in managing the written communication aspects of music – such as the use of symbols – by using larger print, colour codes, multi-sensory reinforcement, and a greater emphasis on aural memory skills " • Encouragement to use their voices expressively and to use different forms of communication – such as gesture – to compensate for difficulties when singing and speaking " • Opportunities to learn about music through physical contact with an instrument and/or sound source where they are unable to hear sounds clearly or at all, and " • Access to adapted instruments or ICT, including ukuleles, to overcome difficulties with mobility or manipulative skills.

Impact

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching
- Using differentiated, open-ended questions that require children to explain and unpick their understanding
- Teacher/pupil conversations about their ideas and understanding. Facilitating and listening to discussions
- Providing effective feedback to engage children with their learning and to provide opportunities for self-assessment

Assessment is an integral part of teaching and learning and these ongoing assessments inform future planning and teaching. Lessons are adapted readily, and short-term planning evaluated in light of these assessments. At the end of each unit, teachers plan an assessment task to give children the opportunity to share their knowledge from that topic. Teachers are to design impact tasks that are creative and do not rely solely on written recorded evidence. Any photographic and video evidence should be saved in the shared area as evidence for assessment.

Classroom Support

Teaching Assistants and helpers are used in Music to assist:

- In the classroom throughout the school by working with groups and individuals on task.
- In providing targeted and positive support to those pupils identified with difficulties.
- In providing other help, such as preparation of resources and display work.

Monitoring

Monitoring of Music is completed by the subject lead half termly. This can be found in the LEARN curriculum monitoring file. Any feedback from monitoring is shared to staff through E mails and one to one discussion.