

GUARDIAN ANGELS' RCPS MUSIC POLICY

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2026	
Next review: February 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God.

Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever-changing world that we live in.

Purpose of this policy

This policy reflects the aims and values of Guardian Angels' RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Our Vision

At Guardian Angels' RCPS, we believe that a high-quality music education will provide children with opportunities to explore and develop their own values and beliefs whilst understanding that music is great representative of other cultural traditions. Music gives children the chance to express themselves in a variety of creative, imaginative and practical ways. Our teaching will equip children with skills that are progressive in learning how to play instruments with confidence and to appreciate music from a variety of cultures, periods of history and genres.

Aims and outcomes

By the end of Year 6, children should:

- Sing and play musically in solo and ensemble contexts. Children should confidently use their singing voice and play musical instruments with a good level of accuracy, fluency, control and expression

- Have the opportunity and confidence in improvising, leading to composing, music for a range of different purposes. This will be done with an understanding of the inter-related dimensions of music.
- Be able to listen attentively to the different details of a variety of pieces of music recalling sounds using their aural memory.
- Whilst performing and composing, use and understand notation on musical staff.
- Listen to and appreciate a wide range of music (both live and recorded) which has been drawn from different traditions and cultures, from different great composers and musicians.
- Have some understanding of the history of music and how it has changed over time.

Teaching and learning of Music

EYFS – Music is taught through discrete music sessions and Continuous Provision, where children choose their learning independently. Focused lessons are delivered within the ‘Understanding the World’ strand. Children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, movement and playing a variety of instruments.

Key Stage One – A focused music lesson is taught for one hour within a two-week timetable each half term. Cross-curricular links are made throughout the year during the teaching of other subjects. Lessons include Listening and Appraising activities, enabling children to use musical vocabulary to discuss and reflect on music. Learning focuses on skills linked to an overarching topic, such as singing, learning an instrument, or composing.

Key Stage Two – A focused music lesson is taught for one hour within a two-week timetable each half term. Cross-curricular links are encouraged and often made explicit so children understand how music connects to other areas of learning. Lessons include Listening and Appraising activities, followed by skill development in singing, learning or mastering an instrument and composing. Teaching and learning are supported through a range of resources including BBC Ten Pieces, school-owned instruments and opportunities to take instruments home to practise.

Strong links are maintained with Bury Music Service to encourage and inspire pupils to learn musical instruments as an extra-curricular activity. Working closely with Bury Music Service provides opportunities for children to take part in theatre and musical productions.

In addition, Rocksteady Music School provides opportunities for children to learn instruments such as drums, guitar, keyboard and vocals in a band-based setting. This provision supports teamwork, confidence, and musical development.

Music Curriculum overview

	Learning Journey 1	Learning Journey 2	Learning Journey 3
Nursery	‘All About Me’ Nativity	‘Shake, Crash, Bang’ <i>(Percussion Instruments)</i>	Traditional Tales (Singing, performing)

Reception	'Our World' Nativity	'The Snow is Dancing into Spring' <i>(Body Percussion)</i>	'Fairytale' (Singing, performing, untuned percussion)
Year 1	'Autumn Vibes' Nativity	'The Four Seasons' <i>(Chime bars)</i>	'Soundscapes' <i>(Chime bars, Glockenspiels, Untuned Percussion)</i>
Year 2	'African Sauti' Nativity	'Glock around the clock' <i>(Glockenspiels)</i>	'Oh I do like to be beside the Seaside' <i>(Chime bars, Glockenspiels, Xylophones, Untuned Percussion)</i>
Year 3	'Reggae Rules' Advent Songs	'Brilliant Baroque' <i>(Glockenspiels and Untuned Percussion)</i>	'March Away' <i>(Glockenspiels)</i>
Year 4	Ready, Steady, Play' <i>(Recorders)</i>	'Water Music' <i>(Chime bars, glockenspiels, Untuned Percussion)</i>	'Mama Mia' Advent Songs
Year 5	'Rocking All Over The World' Advent Songs	'War Music' <i>(Ukuleles)</i>	Dance Music <i>(IT)</i>
Year 6	'Happy' Advent Songs	'Film Music' <i>(Ukuleles, glockenspiels, recorders, Untuned Percussion)</i>	End of Year Production (singing and performing using a range of instruments)

Cross-curricular links

Music shares links with the following subjects:

- English: development of literacy skills through listening and speaking/singing
- RE: deeper understanding of different religions and their influence
- Computing: use of specific apps to compose pieces of music
- Geography: links to rivers (Yr4) Africa (Yr2)
- Science: Using music to express the different season of the year (Yr 1)
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

Assessment

At Guardian Angels', assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative music assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the musical knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular feedback and marking follows the school's marking policy.

Recording of children's learning

In music, pupils will record their learning in the following ways:

- Topic books or folders
- Reception-Individual Learning Journey

This may take the form of photographs, videos, pictures, notes or written work.

Use of Seesaw / website

- Key Stage 1 – Children will record ideas during Listening and Appraising in individual 'music books'. Additionally, any work which can be recorded to aid improvisation and composition can be recorded within these music books. Videos of rehearsals and performances are taken throughout the topics and are uploaded to the class pages on the school website.
- Key Stage 2 – As in Key Stage 1, Children will record ideas during Listening and Appraising in individual 'music books'. Additionally, any work which can be recorded to aid improvisation and composition can be recorded within these music books. This will become more independent as the children progress through the Key Stage. Videos of rehearsals and performances are taken throughout the topics and are uploaded to the class pages on the school website.

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Inclusion

Teachers set high expectations for all children in Music. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can take part and contribute during Music, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in Music.

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.