



St Joseph's Catholic Voluntary Academy

Music Policy

Policy Date: September 2026

Policy Lead: S Woodcock

MISSION STATEMENT

We are proud of our school as a place of learning, prayer and happiness.
Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that we can
grow stronger together in faith.
Hand in hand with God we learn!

Aims of the Curriculum

At St Joseph's we value every child as a gift from God.

Our curriculum is created with a deep understanding of how our faith influences our thoughts, decisions and actions.
Resilience and pride shape the learning culture within this school for both children and adults. Having the highest aspirations for and of all, we learn together, opening minds and creating an environment of intellectual curiosity.

Working towards a rich and meaningful curriculum that reflects the diverse population of our school family. Teaching children about where they live, making experiences personal and memorable.
Giving children worldwide experiences that help them to understand who they are.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Curriculum Intent

At St Joseph's CVA, the intent of our music curriculum is to:

- Develop a passion for music, in which pupils learn to appreciate music and develop a life-long love of music.
- Develop children's musical skills, knowledge and understanding through listening, appraising, performing and composing.
- Introduce children to a variety of genres of music from around the world, recognising the multicultural nature of our school and how we use music as a medium to explore and appreciate British and other cultures.

- Develop children's musical skills through singing, playing tuned and untuned instruments, composing music and responding to music that they listen to.
- Develop children's social skills through co-operation with others in the shared experience of music making.
- Foster confidence in and enjoyment of music.

Implementation – Planning and Teaching

In Years 1, 2, 3 and 5, our curriculum is based upon topics and units from 'Get Set 4 Music' curated by the Music Subject Leader to provide cross-curricular links and wider learning opportunities. Year 1 and 2 children also benefit from music lessons with Katie Woodwright Music Services. Our Year 4 children have music lessons through the Derbyshire Music Hub Classroom Instrumental Learning programme. Our Year 6 children's music lessons are delivered by a professional musician from Derby Cathedral's Music in Schools programme.

Our school music curriculum provides clear links to the National Curriculum and gives children a diverse range of musical opportunities. Our curriculum provides opportunities for our children to learn to sing and play instruments. They also have an opportunity to develop an understanding of pulse, rhythm and notation.

We offer a mixture of teachers and teaching assistants to deliver our music lessons. Private lessons are provided to some children in the context of a rock band through an outside agency: 'Rocksteady'.

Impact

The intended impact of the Music curriculum is for children to:

- Learn to work both independently and as part of an ensemble using skills such as resilience and teamwork.
- Acquire the knowledge, concepts and skills outlined in the National Curriculum alongside a positive attitude and enjoyment towards Music.
- Be able to talk about their learning and remember what skills and new vocabulary they have learnt.
- Have the confidence to be creative with their music-making.
- Be able to celebrate their learning and have the confidence to further explore the possibilities presented by the creative world.

Assessment, Recording and Reporting

We measure progress and attainment through observation and questioning. Teachers observe children working during the lesson, question them and give verbal feedback to help them to improve their work. Photos and videos are used to record progress where applicable.

SEND

At St Joseph's we are committed to ensuring that all pupils with Special Educational Needs and Disabilities (SEND) are fully included in every aspect of school life. We work closely with pupils, families, and external professionals to identify individual needs early and provide appropriate, reasonable adjustments that remove barriers to learning. For some children,

this may include planning a bespoke or highly personalised curriculum that reflects their individual strengths, needs, and learning styles. For others we offer differentiated teaching, adapted resources, and targeted interventions to promote progress and wellbeing in all subjects. Our aim is to create an inclusive environment where every learner feels valued, supported, and able to achieve their fullest potential.

Role of Subject Leader

The Subject Leader has a variety of roles.

These include:

- Taking the lead in policy development and quality assuring toolkits, resources and teaching plans throughout the school
- Supporting colleagues in their development and implementation of subject knowledge, toolkits, resources and plans and in assessment and record-keeping activities;
- Monitoring progress and advising the Senior Leadership Team on action needed;
- Taking responsibility for the purchase and organisation of central resources,
- Using release time to support colleagues
- Keeping up-to-date through research and continuing professional development.

Headteacher Responsibilities

The Headteacher is responsible for:

- Ensuring that Music is given appropriate importance within the curriculum.
- Ensuring that the subject meets statutory requirements and reflects the aims of the National Curriculum.
- Providing appropriate support, time and resources for effective subject leadership.
- Ensuring staff have access to relevant professional development.
- Supporting the Subject Leader in monitoring and evaluating curriculum quality.
- Ensuring that pupils' entitlement to a broad and balanced curriculum is maintained.
- Ensuring that safeguarding and health and safety requirements are met.

Governors' Responsibilities

The Governing Body is responsible for:

- Supporting and challenging leaders to ensure that Music contributes effectively to pupils' wider education.
- Ensuring that statutory curriculum requirements are met.
- Monitoring the impact of Music provision as part of the school's curriculum monitoring processes.
- Supporting the school's commitment to providing a rich, ambitious and inclusive curriculum.
- Ensuring that appropriate resources are available to support high-quality teaching and learning.
- Understanding how Music contributes to pupils' personal development, creativity and preparation for life beyond primary school.

Policy Review

This policy will be reviewed every three years or sooner if required due to:

- Changes in statutory guidance
- Updates to the National Curriculum
- Changes in school priorities
- Recommendations from monitoring activities

The Music Subject Leader will be responsible for reviewing and updating this policy in consultation with senior leaders.