



### Music at St Paul's CE Primary School

| <b>Intent</b>  |  |
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| <b>Our music philosophy is...</b>                                | <p>At St. Paul's, we provide an ambitious, inclusive and carefully sequenced music curriculum that supports all pupils to develop an understanding of music as both a subject and a meaningful form of expression. Our curriculum is designed to inspire a lifelong appreciation of music, while ensuring that all pupils—regardless of starting point—are supported to develop the knowledge, skills and cultural awareness they need to succeed. Pupils are encouraged to build confidence, creativity and a sense of achievement through a range of engaging, accessible and inclusive musical experiences.</p> <p>Through high-quality, adaptive teaching, pupils develop knowledge of musical notation, singing, instrumental performance, listening and composition. They are provided with regular opportunities to perform and respond to music in a variety of ways, with appropriate scaffolding and support to ensure full participation.</p> <p>By the end of Key Stage 2, pupils will:</p> <ul style="list-style-type: none"> <li>• develop secure and expressive singing and performance skills</li> <li>• be able to play and explore a range of instruments, with appropriate support as needed</li> <li>• understand key elements of musical notation at a level appropriate to their development</li> <li>• demonstrate an appreciation of a diverse range of musical genres, traditions and cultures</li> </ul> <p>The curriculum supports the wider development of communication, collaboration, resilience, cultural understanding and self-confidence. This ensures that all pupils are well-prepared for their next stage of education and able to engage positively with music throughout their lives.</p> |
| <b>Implementation</b>  |  |
| <b>The curriculum for this subject area is designed using...</b> | <p>The music curriculum is designed to be inclusive, accessible and coherently sequenced from EYFS to Year 6, using the 'Sparkyard' scheme, with 'Soundpots' supporting early learning in EYFS. These approaches support clear, progressive development of knowledge, skills and understanding, aligned with the National Curriculum and responsive to the diverse needs of all learners.</p> <p>Lessons are carefully structured to enable all pupils to revisit, consolidate and build on prior learning over time, with opportunities for varied levels of support, challenge and independence. Key areas of learning include:</p> <ul style="list-style-type: none"> <li>• singing and vocal development</li> <li>• listening and appraising</li> <li>• composing and improvising</li> <li>• performing</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>developing musical vocabulary and understanding a wide range of musical traditions and cultures</li> </ul> <p>All pupils are supported to access a range of tuned and untuned instruments through adaptive teaching, flexible approaches and appropriate scaffolding. Provision is designed to ensure that every pupil can participate meaningfully, express themselves creatively, and experience success in music.</p>  |
| <p><b>Curriculum coverage in this area is progressive. We ensure this by...</b></p>                                  | <p>Progression is clearly mapped to support the development of both substantive and disciplinary knowledge across all year groups. It is designed to be accessible and meaningful for all pupils, supporting varied starting points and learning needs.</p> <p>Teachers use this framework to ensure that:</p> <ul style="list-style-type: none"> <li>learning is carefully sequenced and builds on pupils' experiences and prior understanding</li> <li>prior knowledge is revisited, reinforced and embedded through a range of approaches</li> <li>all pupils are supported to develop increasing depth, confidence and fluency over time, with appropriate scaffolding, challenge and adaptation</li> </ul> <p>This approach ensures that every pupil can engage with learning, make progress, and achieve success within a supportive and inclusive curriculum.</p>         |
| <p><b>If a topic is repeated in various year groups, we ensure that learning builds on prior knowledge by...</b></p> | <p>Learning is carefully structured to ensure that all pupils can revisit key concepts and skills in ways that deepen understanding over time. Increasing complexity is supported through adaptive teaching, allowing pupils to access learning at appropriate levels while being appropriately challenged.</p> <p>Teachers explicitly reference prior learning and use a range of strategies to support pupils in making meaningful connections across units. This approach helps all pupils to build confidence, strengthen recall, and develop a coherent understanding of the curriculum in an inclusive and supportive learning environment.</p>  |
| <p><b>This subject links with the rest of our curriculum by...</b></p>   | <p>The curriculum is designed to make meaningful and accessible links across subjects and wider school experiences, supporting all pupils to develop their knowledge, understanding and cultural awareness in a way that is relevant to their lives.</p> <p>Themes are thoughtfully selected to reflect a diverse range of cultural, historical and global contexts. These include festivals, historical topics and environmental themes, ensuring that all pupils see themselves represented while also developing respect, curiosity and understanding of different perspectives and communities.</p>  |
| <p><b>Different year groups, and different abilities within a class, are catered for by...</b></p>                   | <p>Teaching is adapted to ensure that all pupils can access, engage with and succeed within the curriculum.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>clearly scaffolded learning opportunities that support understanding and independence</li> <li>varied levels of challenge within lessons, enabling all pupils to be appropriately supported and extended</li> <li>the use of modelling, repetition and practical, engaging approaches to support different learning styles</li> <li>carefully planned provision and support for pupils with SEND, alongside responsive adaptive teaching</li> </ul> <p>All pupils are encouraged and supported to achieve well. Additional support, scaffolding or challenge is provided as needed, ensuring that every learner can make progress, experience success and develop confidence in their learning.</p> |

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| <p><b>Trips, visits and the local community support this subject by...</b></p> | <p>Pupils benefit from a wide range of inclusive enrichment opportunities that enhance and extend the taught curriculum. These include:</p> <ul style="list-style-type: none"> <li>• live performances and interactive workshops</li> <li>• peripatetic music lessons</li> <li>• opportunities to perform both within school and in the wider community</li> </ul> <p>Participation is actively encouraged and supported for all pupils, with barriers to access reduced to ensure equity of opportunity and meaningful inclusion.</p> <p>Opportunities such as the KS2 choir and events like Young Voices enable pupils to engage in collaborative performance. These experiences support all learners to develop confidence, build relationships and experience a strong sense of belonging within a supportive and inclusive musical community.</p> |
| <p><b>The subject is monitored by...</b></p>                                   | <p>Leaders monitor the quality of education through a range of inclusive and reflective approaches, including:</p> <ul style="list-style-type: none"> <li>• learning walks</li> <li>• pupil voice and feedback</li> <li>• review of planning and outcomes</li> <li>• Pupil Book Study</li> <li>• monitoring of the Universal Offer</li> </ul> <p>These processes consider the experiences and needs of all pupils, ensuring that teaching and learning remain accessible, consistent and effective across the school. Monitoring is used to identify strengths and areas for development, so that any gaps in knowledge, resources or provision are addressed promptly and equitably, supporting continuous improvement for all learners.</p>  |
| <p><b>The subject is assessed by...</b></p>                                    | <p>Assessment is ongoing and responsive, ensuring that it informs teaching and supports the progress of all pupils.</p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• use formative assessment within lessons to respond to pupils' individual needs and understanding</li> <li>• check pupils' understanding and retention of knowledge through a range of inclusive approaches</li> <li>• identify misconceptions and plan appropriate next steps, including targeted support and challenge</li> </ul> <p>Outcomes are considered alongside expected standards, with a focus on supporting all pupils to apply their knowledge and skills with increasing independence. Assessment approaches are used flexibly to recognise different starting points and ensure that every pupil can demonstrate their learning and progress.</p>      |
| <p><b>Staff development in this subject includes...</b></p>                    | <p>Staff receive regular professional development to ensure strong subject knowledge and effective pedagogy.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• CPD through 'Sparkyard' 'Music Mark' 'Soundpots' 'City Music Service' and 'Entrust Music'.</li> <li>• input from music specialists and external providers</li> </ul> <p>This ensures that teaching is consistent, confident, and continually improving.</p>  |
| <p><b>Impact</b></p>   |  |
| <p><b>What is the impact of our music curriculum?</b></p>                      | <p>The impact of the music curriculum is reflected in pupils' developing knowledge, skills and increasingly positive attitudes towards music. The curriculum is designed to support success for all pupils, recognising individual starting points and celebrating progress in a range of ways.</p> <p>Pupils:</p> <ul style="list-style-type: none"> <li>• develop growing confidence in performing, composing and responding to music in ways that are meaningful to them</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• build a secure and developing understanding of key musical concepts and vocabulary, supported through adaptive teaching approaches</li> <li>• engage positively with musical opportunities both within lessons and beyond, with appropriate support to enable full participation</li> </ul> <p>All pupils, including those with additional needs, are supported to make progress from their starting points. Pupils are encouraged to develop as well-rounded individuals who can appreciate, explore and participate in a wide range of musical experiences. They are supported to understand the cultural and historical significance of music and to express their ideas and responses in accessible ways.</p> <p>Impact is measured through:</p> <ul style="list-style-type: none"> <li>• pupil voice and discussion, ensuring all pupils have the opportunity to share their experiences (Pupil Book Study)</li> <li>• ongoing assessment of knowledge and skills using inclusive and varied approaches</li> <li>• levels of participation and engagement across different contexts</li> <li>• evidence of progression over time, recognising individual journeys</li> </ul> <p>A key indicator of success is pupils' enthusiasm for music, their willingness to take part, and their growing ability to apply their learning independently and creatively, with appropriate support and scaffolding where needed.</p> |
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## Level Expected at the End of EYFS

### Expressive Arts and Design (Being Imaginative and Expressive)

By the end of the Early Years Foundation Stage, all children, including those with differing needs and starting points, are supported to make progress in their musical development.

Children will:

- Sing a range of familiar songs and rhymes, demonstrating increasing confidence and participation
- Perform songs, rhymes, poems, and stories alongside others, showing developing awareness of rhythm and timing where appropriate
- Explore and play a variety of instruments with growing control and coordination
- Participate in action songs and musical activities, responding appropriately to cues
- Experiment with different vocal sounds and begin to use their voice expressively
- Recognise and respond to a steady beat through movement or percussion
- Listen attentively to live and recorded music, showing engagement and curiosity
- Respond to music through movement, expression, and imaginative play

Progress is recognised through increased engagement, confidence, coordination, and responsiveness to music.

| Key Stage 1 National Curriculum Expectations   | Key Stage 2 National Curriculum Expectations   |
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| <p>Pupils build secure foundations in musical knowledge and skills through a broad, balanced and ambitious curriculum. All pupils, including those with SEND, are supported to achieve well.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively, demonstrating increasing control when singing, chanting, and speaking</li> <li>• Play tuned and untuned instruments with growing confidence and musical awareness</li> <li>• Listen with concentration to a range of high-quality live and recorded music, demonstrating understanding through discussion or response</li> <li>• Experiment with, create, and combine sounds using the inter-related dimensions of music (e.g. pitch, rhythm, tempo, dynamics)</li> </ul> <p>Progress is demonstrated through pupils' ability to apply skills independently, recall prior learning, and engage meaningfully with musical activities.</p> | <p>Pupils deepen their understanding and develop greater fluency, control, and expression in music over time. The curriculum enables all pupils to build on prior knowledge and achieve well.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• Perform in solo and ensemble contexts with increasing accuracy, control, fluency, and expression</li> <li>• Improvise and compose music for a range of purposes, applying knowledge of the inter-related dimensions of music</li> <li>• Listen with attention to detail, demonstrating improved aural memory and the ability to recall and describe sounds</li> <li>• Use and understand staff notation and other forms of musical notation with increasing confidence</li> <li>• Develop an informed appreciation of a wide range of high-quality music from different traditions, cultures, and historical periods</li> <li>• Understand key aspects of the history of music, including the contribution of significant composers and musicians</li> </ul> <p>Progress is seen in pupils' increasing independence, depth of understanding, and ability to apply musical knowledge and skills across different contexts.</p> |