



ST JAMES
C.E. PRIMARY SCHOOL

DREAM • BELIEVE • LEARN • ACHIEVE

MUSIC CURRICULUM POLICY

At St James Primary School we aspire for every single child to succeed. Through our Christian vision we thoroughly believe that all children have the potential to thrive regardless of their starting points, personal context, and characteristics. Our children learn through a supportive and purposeful curriculum, linked tightly to national curriculum objectives, that demonstrates that:

"With God there is no limit to what you can do. There is no obstacle you can't overcome. Through Him all things are possible."
(Matthew 19:26).

Our staff are committed to developing a love of learning, whilst developing the skills and values to support the all-round development of every pupil. St James C of E Primary School is a special place where we dream, believe, learn, and achieve.

Intent

At our school, music is a joyful expression of our Christian vision and values. We believe every child is uniquely created and deserves the opportunity to flourish creatively, spiritually and socially. Through high-quality music teaching, we nurture confidence, resilience, collaboration and excellence.

Music strengthens our sense of community, enriches collective worship and allows every pupil — regardless of background — to experience success and belonging.

Our music curriculum is designed to:

- Enable every child to flourish through creative expression
- Develop confident singers and musicians
- Build resilience, teamwork and performance confidence
- Provide equitable access to high-quality instrumental tuition
- Enrich collective worship and the spiritual life of the school
- Develop cultural capital through exposure to diverse musical traditions
- Ensure clear progression in knowledge, vocabulary and musical skills

We use Sparkyard to provide a sequenced, progressive curriculum from EYFS to Year 6, ensuring full coverage of the National Curriculum (2014). Through partnership with Bolton Music Service, pupils experience specialist instrumental teaching in:

- Glockenspiel (Lower KS2)
- Ukulele (Upper KS2)

This ensures equality of access to live, high-quality musical instruction and ensemble experience.

Music in our school supports:

- Spiritual development through reflective listening and worship
- Social development through ensemble work
- Emotional wellbeing through self-expression
- High aspirations through performance opportunities

Implementation

Curriculum Structure

Music is taught weekly in all year groups using Sparkyard's structured units. Lessons include:

- Singing
- Listening and appraising

- Composing and improvising
- Performing

Clear progression is mapped across:

- Pulse and rhythm
- Pitch and melody
- Dynamics and tempo
- Structure
- Notation
- Musical vocabulary

Teachers are supported through:

- Detailed planning resources
- Modelled subject knowledge
- CPD and curriculum guidance
- Monitoring and coaching from the Music Lead

Instrumental Provision

In partnership with **Bolton Music Service**, pupils receive whole-class instrumental tuition:

KS1 – Glockenspiel

- Reading simple staff notation
- Playing melodic patterns
- Ensemble performance

Lower KS2 – Ukulele

- Chord progression
- Strumming patterns
- Singing while accompanying
- Ensemble performance skills

This specialist provision ensures:

- High expectations
- Technical accuracy
- Exposure to professional musicians
- Aspirational pathways into further instrumental study

Adaptive Teaching

Leaders within school ensure the highest ambition for all pupils and create opportunities to experience success. This is done by adapting lessons whilst maintaining high expectations by using: scaffolding, explicit instruction, cognitive & metacognitive strategies, flexible groupings, and use of technology (Mould, K. 2020 EEF). Teachers ensure the balancing of input of new content so that pupils master important concepts, i.e., 5-part teaching model, and make effective use of teaching assistants.

Enrichment and Community

Music strengthens our school community through:

- Collective worship singing

- School productions
- Instrumental showcases
- Choir opportunities
- Celebration events
- Links with Bolton Music Service ensembles

Music plays a central role in expressing our Christian identity and shared values.

Assessment

Assessment is formative and ongoing. Teachers assess:

- Accuracy of singing
- Instrumental technique
- Rhythmic precision
- Use of musical vocabulary
- Creativity in composition

Progression is tracked using Sparkyard assessment guidance to ensure pupils build cumulatively on prior learning.

Long term memory

Knowledge empowers and nourishes children, it belongs to the many, not the few. A knowledge rich curriculum has the power to address issues of social disadvantaged and leaders at St James CE Primary have high ambitions so that all pupils can take full advantage of opportunities, responsibilities and experiences in later life.

Learning can be defined as alteration in long term memory, with this being the case leaders have implemented strategies taken from cognitive science to enhance and support pupils in the transfer of new knowledge into their long-term memory.

Teaching staff have drawn on research focussing on Cognitive Load Theory, and teachers understand that pupils working memory is limited and that new content should be introduced to pupils in small and manageable steps to avoid overloading the working memory.

Research from Oliver Caviglioli has also been considered and leaders utilise strategies of dual coding to support pupils in integrating new knowledge into long term memory. By providing simple images to pupils when new content is introduced, they can use both visual and auditory strategies to process the information, forming a greater link with long term memory. Spaced retrieval is also a strategy employed by teachers to enhance pupils' retrieval and in turn secure knowledge into long term memory. Lessons typically begin with a daily retrieval opportunity and additional retrieval sessions are planned over the year.

Learning is a long-term process and teachers utilise four main strategies to support pupils in being successful and confident learners. The agreed strategies are:

- Knowledge organisers (Topic and Science)
- New content in small, manageable steps
- Images to support new learning
- Spaced retrieval

Teaching & Learning

Each teaching session in mathematics, follows the agreed school policy of teaching and learning, and is planned to support pupils long term memory development. There are 5 stages in each session:



Activate- teachers activate the appropriate schema and make long term links to learning that occurred in the past.



Vocabulary – teachers explicitly teach vocabulary that pupils need a deep understanding of to support their learning.



Retrieve – pupils complete a retrieval task relating to more recent learning such as self-testing key information from their knowledge organisers.



Teach – The teacher presents new information clearly and in manageable chunks.



Apply – pupils apply their learning by demonstrating their skills gained.

Impact

By the end of Year 6, pupils will:

- Sing confidently and in tune
- Read simple musical notation
- Play both glockenspiel and ukulele with increasing control
- Perform as part of an ensemble
- Compose short pieces using appropriate structure
- Use musical vocabulary accurately
- Demonstrate resilience and confidence when performing

Most importantly, pupils will leave our school:

- Confident to perform publicly
- Able to collaborate respectfully
- Appreciative of diverse musical traditions
- Equipped with cultural capital that supports future learning
- Experiencing music as a joyful part of their spiritual and personal growth

Music will be seen across the school as:

- A driver of wellbeing
- A contributor to high aspirations
- A visible expression of our Christian vision in action

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Reviewed Date: March 2026

Next Review Date: March 2027