

**Diocese of Nottingham**  
**...working in partnership with**  
**The Our Lady of Lourdes Catholic Trust**

**St Philip Neri with St Bede Catholic Voluntary Academy**  
**Policy Document**



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**Music**

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Written by:	Approved by:	Approval Date:	Review Date:
Charlotte Galvin	LGB	November 2022	November 2023



## **Music Policy**

### **CONTEXT**

St Philip Neri with St Bede Catholic Voluntary Academy understands that music plays a vital role in the lives of our children and families. Music allows children to be creative, celebrate differences and build bonds with other cultures and communities in our diverse world. Furthermore, as a Catholic school, music brings us closer together as we share our faith through whole school hymn practice and through the love of listening to friends and fellow pupils performing. Music has a rare ability to create inclusive environments that celebrates diversity, developing children's understanding of the ever-changing world around them.

At St Philip Neri with St Bede, we aim to provide children with a rich Music Curriculum from Nursery to Year 6. Through the implementation of this policy, we ensure the requirements of the National Curriculum are met and provide our children with an exciting, diverse and carefully planned and progressive Music Curriculum.

### **PURPOSE**

High-quality music education engages, inspires and challenges pupils through enquiry within music to give them the knowledge and skills to express, immerse and discover their own preferences through a rich, diverse and multi-dimensional curriculum.

Music is a universal language that represents one of the highest forms of creativity. It is our purpose to inspire children to develop a passion for music and develop a sense of pride and passion for their own talents as a musician, developing their self-confidence, self-esteem and allowing them to create their own identity. Music should be an outlet for children to discover who they are as an individual and develop a sense of pride about their own skills and knowledge.

## INTENT

We aim for our children to have developed the necessary characteristics of Musicians:

- A vast selection, which they use to create original, imaginative, fluent and distinctive compositions;
- A musical understanding underpinned by high levels of critical thinking and knowledge of music, including high or vast developing levels of technical knowledge;
- Excellent awareness and appreciation of different musical traditions and genres;
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately;
- A passion for and commitment to a diverse range of musical activities.

The children at St Philip Neri with St Bede will feel safe to express themselves and have the confidence to showcase their talents and their passion to the world around them.

Coverage is ensured through a whole school Long Term Plan, our Music Intent, (see Appendix 1), which follows the statutory requirements of the National Curriculum. This has been compiled by the OLOL Music Service, in conjunction with Senior Leaders and the Music Leader. The Subject Leader oversees the implementation of this Curriculum.

## IMPLEMENTATION

The teaching and implementation of the Music Curriculum at St Philip Neri with St Bede is based on the National Curriculum and the Model Music Curriculum 2021, and is delivered by the Our Lady of Lourdes Music Service. All classes have access to one music lesson a week. Pupils in Foundation stage and Key stage One access a weekly 30 minute music lesson and Key stage two access an hour music lesson once a week. It is expected in our music sessions that:

- Class teachers are present and engaged for each Music lesson to benefit from the CPD opportunity and to work with the Music Service to inform assessments;
- Teaching staff should be aware of the learning outcome prior to the lesson taking place to ensure that support is readily available to children so that they can achieve the desired outcome.

In order to maximise progression, it is vital that key knowledge and vocabulary is made explicit in each lesson, fully aligned with Medium Term Planning.

## **Foundation Stage and Key Stage One**

Pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and un-tuned instruments musically;
- Listen with concentration and understanding to a range of high-quality live and recorded music;
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

## **Key Stage Two**

Pupils should be taught to:

- Sing and play musically with increasing confidence and control;
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory;
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- Improvise and compose music for a range of purposes using the inter-related dimensions of music;
- Listen with attention to detail and recall sounds with increasing aural memory;
- Use and understand staff and other musical notations;
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;
- Develop an understanding of the history of music.

## **Inclusion/ SEND**

Music provides an excellent opportunity to develop the confidence and self-esteem of children with special educational needs and/or disability. Teachers provide learning opportunities matched to the needs of all children to promote success. Music is not dependent upon academic ability, but provides for individual expression and responses enabling children to succeed at their own level. For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged, instruments carefully selected for ease of handling or special equipment to transmit sound used for the hearing impaired. At St Philip Neri with St Bede we are committed to ensuring that all children can access a rich and engaging music curriculum.

### **Extra-curricular opportunities**

Pupils are offered an opportunity to begin to learn a musical instrument.

Key stage two pupils have an opportunity to join our school choir. An experienced choral teacher runs the choir. The choir's primary aim is to enable children to enjoy singing together. They also perform in public on a number of occasions throughout the year

### **IMPACT**

In Foundation Stage, the children's development in Expressive Arts and Design is assessed throughout the year. Observations, children's use of resources and musical expression inform teacher judgement and a holistic picture of the child's development is celebrated.

Throughout Key Stage 1 and Key Stage 2, children are given regular opportunities to demonstrate their musical knowledge and talents. Teaching staff use this information to inform future lessons, ensuring children are supported and challenged appropriately. Observations, data and teacher judgement are used to inform and address any trends, gaps or misconceptions in learning and attainment.

### **Role of the Subject Leader**

#### **The Music Leader, Miss Charlotte Galvin, will:**

- Provide advice and assistance to all staff when requested, in order to implement the music policy consistently throughout the school;
- Organise resources to support the school music policy and scheme of work;
- Co-ordinate purchasing, organisation and distribution of resources and arrange in-service support;
- Liaise with outside agencies, particularly the OLOL Music Service, and colleagues;
- Monitor Policy, Scheme of Work and implementation of scheme from our outside provider;
- To keep up to date with Government and local guidance.

## APPENDIX 1: St. Philip Neri with St. Bede's Music Intent 2022 – 2023

### OLOL Music Curriculum overview

TERM	Reception	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Advent 1	<b>Find the beat</b> Identify, move, clap, and play to the beat.	<b>Compose</b> Walk, move, clap, and play a steady beat.  Compose using simplified music notation.	<b>Rhythm notation</b> Compose a four-beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest.	<b>Improvisation</b> Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder.	<b>Latin music</b> Play and perform melodies using stave notation and a small note range as part of a group.	<b>The orchestra</b> Explore instrument families and their place in the orchestra. Develop and understanding of time signatures through conducting.	<b>Ostinato</b> Compose and notate a rhythmic and melodic ostinato.
Advent 2	<b>Rhythms</b> Copy simple rhythms through call and response. Sing a range of well-known nursery songs.	<b>Improvise</b> Create improvised question and answer phrases on classroom instruments.  Compare high and low sounds through listening and singing.	<b>Improvisation</b> Improvise simple question and answer phrases creating a musical conversation.	<b>Reading notation</b> Introduce the stave, lines, and spaces.  Notate a composition on the stave within a range of two notes.	<b>Techno music</b> Perform in two or more parts from simple stave notation.	<b>Film Music</b> Explore and understand a wide dynamic range.	<b>Scales</b> Explore scales, arpeggios and chords.  Sing as part of a choir with a sense of ensemble and performance.
Lent 1	<b>Improvise</b> Create rhythms on classroom instruments.	<b>Music history</b> Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.	<b>Composing</b> Compose, using known rhythmic notation and notes known on instrument.	<b>Improvisation</b> Carousel; developing skills on new instrument through improvisation.	<b>Music to film</b> Explore knowledge of musical components by creating music/sound effects to accompany a short film clip.	<b>The Blues</b> Understand how chords are formed, creating an accompaniment to their piece.	<b>Trailblazers</b> Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation.

## OLOL Music Curriculum overview

<b>Lent 2</b>	<b>Improvise</b> Create rhythms on classroom instruments using one note.	<b>Compose/Improv</b> Create improvised question and answer phrases on classroom instruments using at least 2 notes.	<b>Compose/Improv</b> Sing with increased control and accuracy of pitch. Compose short rhythmic phrases.	<b>Layering/Ostinato</b> Understand and perform layered, rhythmic ostinato patterns.	<b>Country music</b> Understand and perform layered, melodic ostinatos patterns.	<b>Jazz</b> Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range.	<b>Samba Music</b> Further develop an understanding of syncopated rhythms.
<b>Pentecost 1</b>	<b>Improvise</b> Create rhythms on classroom instruments using two notes.	<b>Compose/Improv</b> Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment.	<b>Chords</b> Identify the difference in sound between major and minor.	<b>Reggae Music</b> Final carousel; developing skills on new instrument through improvisation.	<b>Music of the far East</b> Compose short, pentatonic phrases, notation on a stave.	<b>Swing</b> Compose a melody using known note values, introducing semiquavers.	<b>Hip-hop/Folk</b> Explore hip-hop composing new lyrics to a known song. Explore folk songs through composition.
<b>Pentecost 2</b>	<b>Graphic score</b> Make long/short, high/low, fast/slow sounds on classroom instruments. Create a visual representation of sound.	<b>Reading rhythms</b> Begin to understand basic rhythm notation.	<b>Perform</b> Perform together, following instructions that combine the musical elements.	<b>Latin Music</b> Compose a four-bar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.	<b>Medieval Music</b> Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.	<b>Funk</b> Read and perform melodies using pitch notation within an octave range.	<b>Transition project</b> Plan, compose, and notate an 8 or 16 beat melody in ternary form. Accompany composition with chords.