

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



Music

Written by:	Approved by:	Approval Date:	Review Date:
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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. In our school, music can bring 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.

Here at St Philip Neri with St Bede, we aim to provide children with a rich music curriculum from Foundation Stage until they leave us in Key stage 2. This policy works alongside the National Curriculum to ensure that all the children at St Philip Neri with St Bede have access to an exciting, diverse and structured 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. A high-quality music education should 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.

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; time spent on music should vary for the different key stages. Foundation Stage and Key Stage One access a 30 minute music lesson and Key Stage Two access an hour music lesson once a week.



The OLOL Music Service planning and delivery of Music is progressive and sequential within units of work and across year groups. This enables children's knowledge and application of Music to develop progressively.

Foundation Stage and Key Stage One

Pupils should 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. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- 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 all children, including those with special educational needs and/or disability. Music Service practitioners 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, for example, 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

All children are given the opportunity to begin to learn a musical instrument; these are fully subsidised for pupils in receipt of Pupil Premium Funding who demonstrate flair and/or high levels of engagement during whole class music lessons. In these small group sessions, pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

IMPACT

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

Throughout Key Stage One and Key Stage Two, 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 Subject Leader for Music is Charlotte Galvin. Her role is to:

- 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 and colleagues, especially from the OLOL Music Service;
- To ensure all teachers know how well the children attain in Music Lessons by monitoring assessment data provided by the OLOL Music Service;
- Monitor this Policy, the school's Music Development Plan, and the implementation of the curriculum from the outside providers;
- To keep updated with government and local guidance.