



Music POLICY

The Curriculum at Our Lady of Lourdes

At Our Lady of Lourdes, our Music School Policy is developed in accordance with the National Curriculum for Music (2014) and The Early Years Foundation Stage Statutory Framework (2023). In addition, we use key updates and documents, which are used to inform and support Our Lady of Lourdes' music provision such as: Musical Development Matters (EYFS); Model Music Curriculum (KS1/2) Appendix of listening for assemblies; Striking the Right Note: Music Report (2023); National Plan for Music Education (2022).

Throughout this Policy, the term 'Music' includes the Expressive Arts and Design elements of Foundation Stage Curriculum, alongside National Curriculum for Music for Key Stage 1 and 2.

Our Music curriculum is designed in partnership with Bolton Music Service (BMS) to deliver the National Curriculum (2014) and Early Years Foundation Stage Statutory Framework (2023) ensure that children have a wide range of opportunities to experience music and develop their knowledge, understanding and skills. Our school implements the curriculum through discreet musical teaching, although links with other subjects are obvious and encouraged. Foundation Stage planning for Expressive Arts and Design shows how we engage our Reception and Nursery children in early musical learning experiences.

Planning for music ensures that the subject receives its correct time allocation and allows progression over the key stage. Teachers plan work to cater for all abilities, including provision for pupils who are 'More Able & Talented' or those who have 'Special Educational Needs'. Wider opportunities are available to pupils.

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

Music at Our Lady of Lourdes aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

When teaching Music in EYFS, enabling environments should be well planned and paramount to the lesson.

Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. There should be elements of:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching Methods

Children take part in weekly lessons, which include: singing; drumming; theory; glockenspiels; percussion; discussing their preferences and broadening their experiences with a variety of traditional and world music, historical and contemporary music.

As part of our planning process, BMS teachers plan the following:

- A cycle of lessons for each subject, which carefully plans for progression and depth concentrating on the musical skills suited to the age group;
- Challenge questions for pupils to apply their learning in a philosophical/open manner;
- Learning outside the classroom to enhance the learning experience;
- Appropriate curriculum themed home learning tasks which children complete with adults at home;

Teachers will support and encourage our children in lessons and gain essential CPD from the BMS teachers. We have weekly hymn practice, and children use music in their prayer and worship.

Children also have the opportunity to join wider opportunities programmes, such as a weekly choir and Rocksteady. Children have the opportunity to perform their work for our social media, for parents and other children, and at festivals and concerts at Victoria hall and in church.

We ensure musical progression in our curriculum the plan for each year group focuses on a set of skills to be developed over the year. The skills that children will learn have been divided into four key areas:

- **Singing** – Singing should be at the heart of the music curriculum and children should have regular opportunities to sing together in large and small groups and individually e.g. within the class music lesson, in assembly, at transition times etc.
- **Listening** – Listening to music is fundamental to musical understanding and helps pupils understand how music is constructed and the impact it can have on the listener. Pupils should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening should then support children's composing and performing.
- **Composing** - Pupils should have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow pupils to use and develop the musicianship skills they have been taught and encourage collaborative work.
- **Musicianship & Performing** - Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum and pupils should have regular opportunities to perform musically (both formally e.g. a class performance for parents and informally e.g. for their peers within a lesson.) Pupils should be taught the fundamental musical

techniques of controlling pulse/beat, rhythm and pitch. As well as learning by ear, children should learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing. Musical notation exists to support musical learning and so learning musical notation should be done to support music-making.

These key areas should not be taught separately but in a connected way e.g. listening gives ideas for composing or understanding of pitch taught through singing. Pupils should be 'doing music' as much as possible.

In EYFS, the development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Please see the Skills Progression Document for more detail.

Adaptation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level.

This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different abilities

Various strategies are employed to allow pupils to achieve:

1. Common tasks, which will expect different outcomes.
2. Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
3. Grouping, in which pupils work on a task designed for that group.
4. Different resources, same task, which modifies the amount of information given to some pupils.
5. Independent learning - finding answers from a range of resources.
6. Challenges to stretch the thinking of those who have achieved the lesson objective.

Assessment and Recording

Teachers allow for assessment to be made during the course of a lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. This will be recorded in lesson evaluations. At the end of each unit of work in EYFS, Key Stage 1 and 2, teachers will record achievement of pupils using our school assessment procedures. This will identify the expectations for each unit and pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

This Policy will be reviewed by the Music Subject Leader following consultation with the Curriculum Lead 2025.