



Music

Curriculum Rationale

At Our Lady of Lourdes RC Primary, music is essential! We value music and understand that music is for music's sake.

"Music is a universal language that embodies one of the highest forms of creativity." (DfE)

Music has such a profound and particular significance – historically, economically, influentially, culturally; and it shapes identities. Every person's relationship with music is different and personal, yet music is universal and inclusive, and can be created and enjoyed together.

"Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us. In the same way that we teach children literacy and numeracy to prepare them for adult life, we must also give them the musical tools they need for a lifetime of music-making and enjoyment. For some, music will be the foundation of a career in one of the country's most important and globally-recognised industries. For others, it will provide experiences and skills which develop their creativity. For many, music will simply be a source of joy, comfort and companionship throughout their lives." (DfE)

"Music is an ongoing and incremental journey and will not look the same for all children" (DfE), however, we want to ensure that children to have no limits to what their aspirations are and grow up enjoying and understanding music; "For some, music will be the foundation of a career in one of the country's most important and globally-recognised industries. For others, it will provide experiences and skills which develop their creativity. For many, music will simply be a source of joy, comfort and companionship throughout their lives." (DfE) We want them to embody our Catholic core values. We all embrace the school motto of:

"I can do great things with God's love" – this is both spiritually and academically. Children use singing as a part of their prayer and liturgy.

The music curriculum has been created with the support of Bolton Music Service to be broad and ambitious, so that our pupils develop their musical knowledge and understanding. We want all our pupils to remember their learning in music in our school, to cherish these experiences and embrace the opportunities they are presented with – to know that that music is for everyone.

Curriculum Intent

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.

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.

Music will enable children to express themselves, it will give children the opportunity to be creative and build their emotional resilience and learning skills, foster team work, build life skills, have fun, and – most importantly – is for everyone. BMS offer bursaries for any children who might require support, as music is not just for the privileged few. They also offer instrument lessons as wider opportunities.

“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.” (DfE)

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. See end of document for the Progression of Skills through each year group, from Nursery-Year 6.

CPD is utilised to keep up to date with key updates and documents, which are used to inform and support Our Lady of Lourdes' music provision:

- 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)

Pupils should have access to:

- Both rhythmic (untuned) and melodic (tuned) instruments in both Key Stages 1 and 2.
- A broad range of songs
- A broad range of listening repertoire

The Model Music Curriculum (DfE, March 2021) provides many examples of suggested repertoire choices and in the appendices there are suggested approaches to demonstrate the way in which musical listening, performance and composition can be linked to enable pupils to consolidate their learning.

Music Implementation

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

Singing is a golden thread which runs through our school from Early Years to Year 6, beginning with nursery rhymes, through to singing in rounds/canons and harmonies. Children's skills are developed as explained in the progression document. Singing is the consistent instrument running through our school, because the children will be able to develop the skill and make most progress, whilst adding in variety with percussion instruments, including djembe drumming lessons, claves and glockenspiels. Children have the opportunity to learn other instruments as part of our wider opportunities with Rocksteady and Bolton Music Service's lessons. Trust Music offer bursaries to enable all children to experience and partake if they wish. 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.

Children have the opportunity to experience live music throughout school as we have a yearly pantomime trip or visit. Children also perform for one another and for parents in class assemblies, or at the end of a final piece of work. They perform in a Carol Concert annually in the Church, and Year 6 perform a leavers' assembly for the school and for parents. Rocksteady children perform what they have been learning for children and parents at the end of a unit.

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;

We ensure that our music provision is inclusive and accessible for all pupils. We cater for all children's needs physically, emotionally, financially, culturally and religiously through our planning. Pupil Premium children have bursaries and support available, there is teacher and TA support in lessons where required for SEN, and adaptations can be made where necessary in planning or delivery of lessons, or additional resources or support required.

Teachers will support and encourage our children in lessons and gain essential CPD from the BMS teachers through observing and participating in lessons. The staff are also provided with regular opportunities to attend CPD, delivered by BMS, with specific training as well as Primary, and Early Years Network Meetings. Staff are also provided with other training opportunities where available. We also have cluster meetings and updates delivered by the Music Coordinator, as well as staff voice.

Music has extremely strong links and uses in most areas of the curriculum; whether it is to support memory and learning, for building an atmosphere conducive to learning, or for teaching about traditional geographical, historical, cultural or religious topics. For example, in Spanish, the teacher often uses singing as a hook into lessons to support understanding. Creating music is taught in computing in Year 2, children have dance lessons throughout school to a variety of music, and music has been used in Art to create to, using their listening skills and how it makes them feel. Resources are readily available to staff and children, and these are shared, along with best practice.

Example Music Timetable 23-24

Monday	Tuesday	Wednesday	Thursday	Friday
Hymn Practice	Drumming			
	Music			
	Choir			
Prayer and Liturgy	Prayer and Liturgy	Prayer and Liturgy	Prayer and Liturgy	Prayer and Liturgy
		Rocksteady		

TIME	MUSIC	DRUMMING
8:50 – 9:20	Y3	Y4
9:25 – 9:50	YR	Y5
9:50 – 10:05	Break	Break
10:05 – 10:25	Y1/Y2	
10:30 – 11:05	Choir	
11:10 -11:35	Y4	
11:40 – 12:00	Y5	
12:05 – 12:30	Y6	

Music Impact

We use formative assessment information in music. Assessment informs learning to ensure that all pupils including disadvantage and those with SEND achieve highly and acquire the knowledge, skills and concepts they need to succeed in life. Staff use assessment information to inform their short-term planning and address misconceptions. This helps us provide the best possible support for all of our pupils. We utilise the BMS assessment document, which links with their skills progression and planning documents. 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.

Monitoring of the quality of musical learning in school is done by collecting recordings, examples of the children's work, pupil voice, and by observing their use of skills and vocabulary during their sessions.

Our well-constructed curriculum in music leads to pupils' successful learning. This is evidenced in the outcomes within practical work produced. Pupils are well prepared for the next steps and stages of their learning due to the progressive and well sequenced curriculum. As a result, pupils make excellent progress they know more and remember more as they move through the curriculum at Our Lady of Lourdes RC Primary.

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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 2

Pupils should be taught to sing and play musically with increasing confidence and control.

Miss K Kennedy Jan24

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.

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.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Expressive Arts and Design

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.