**Our Lady and St Thomas**

**Music Policy Reviewed September 2024**

**Mission Statement**

“You are unique, talented and loved by God”

Our Lady & St Thomas Primary school recognises that we are all unique and loved by God. We celebrate the uniqueness of each individual child in our care and aim to provide a rich and relevant school experience within the context of a Christian Catholic environment, dedicated to promoting Gospel values.

By communicating these values, we endeavour to enable our children to achieve their full potential and become literate, numerate and caring adults with life enhancing skills and attitudes.

# Introduction

At Our Lady and St Thomas Catholic Primary School, we recognise the importance of music in a broad and balanced education. Music plays a vital role in fostering creativity, self-expression, confidence and teamwork. It provides children with an opportunity to develop their musical abilities, appreciate a wide range of musical traditions and participate in performances that build pride and a sense of accomplishment. Our commitment to high-quality music education ensures that all pupils regardless of ability or background can access and enjoy a rich musical experience.

# Rationale

Music is an essential part of personal development and plays a significant role in cognitive, social and emotional growth. Through active engagement in music, pupils enhance their listening, collaboration and critical thinking skills. Participation in musical activities supports well-being, builds resilience and encourages a sense of community. As part of our inclusive ethos, we aim to provide every child with the opportunity to explore music and develop a lifelong love for it.

# Aims

The aims of our music curriculum are to:

* Provide a high-quality, engaging and inclusive music education for all pupils.
* Develop pupils’ technical, creative and critical listening skills.
* Encourage self-expression and confidence through performance and composition.
* Introduce pupils to a variety of musical genres, traditions and cultures.
* Ensure all pupils experience playing a musical instrument by Year 3 with earlier exposure in Key Stage 1.
* Build strong links with external musical organisations including Durham Music Service, Durham Cathedral Outreach Choral Programme and Durham Brass.

The National Curriculum for Computing 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.

**Curriculum**

Our structured music curriculum follows the Charanga scheme, which ensures progression from EYFS to Year 6. Weekly music lessons of 45 minutes to 1 hour develop skills in singing, instrumental performance, composition and appraisal. Pupils participate in whole-school hymn practice, class-based musical activities and ensemble opportunities. Through specialist instrumental tuition, all pupils play an instrument by Year 3 with violin and piano lessons available through Durham Music Service. The curriculum includes regular performance opportunities such as school productions, concerts and external events, ensuring that pupils develop confidence in showcasing their musical talents.

**By the end of 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.

**By the end of Key Stage 2, 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.

## Resources and Access

The school is well-equipped with musical instruments including percussion, keyboards and string instruments to support classroom learning. Technology such as recording devices and digital music software enhances pupils’ ability to compose and evaluate music. Partnerships with external organisations provide additional resources and specialist instruction, enriching the musical experience for all pupils. Funding is available to ensure that disadvantaged pupils can access music lessons and extracurricular activities.

# Planning

Music lessons are planned to ensure progression in skills and knowledge with clear links to the National Curriculum. Teachers use the Charanga scheme to structure lessons and provide engaging hands-on learning experiences. Planning incorporates opportunities for practical exploration, group collaboration and individual creativity. Lessons are designed to cater to different learning styles ensuring accessibility for all pupils.

# Assessment and Record Keeping (see also: Assessment Policy)

Assessment in music is ongoing and formative with teachers observing pupils’ progress in performance, composition and listening activities. Pupils receive regular feedback to support their development. Evidence of learning is captured through recordings, performances and written reflections. Termly assessments evaluate pupils’ progress against curriculum objectives, informing future planning and support.

# Pupils with Special Educational Needs (see also: SEND Policy)

We are committed to ensuring that all pupils including those with SEND can fully engage in music lessons. Adaptations are made to accommodate individual needs such as the use of assistive technology, modified instruments and tailored lesson activities. Music provides an inclusive environment where pupils can express themselves and develop confidence regardless of their ability. Additional support is provided where necessary to ensure equal access to musical opportunities.

# Equal Opportunities (see also: Equality Policy Statement)

We will ensure that all children are provided with the same learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. As a result, we hope to enable all children to develop positive attitudes towards others. All pupils have equal access to music teaching and all staff members follow the equal opportunities policy. Resources for SEN children and gifted & talented will be made available to support and challenge appropriately.

# The Role of the Subject Leader

The music subject leader is responsible for overseeing the implementation of the music curriculum, ensuring high-quality teaching and learning across the school. Responsibilities include supporting staff in lesson planning, maintaining resources, organising performances and fostering links with external music providers. The subject leader monitors pupil progress, evaluates the impact of the curriculum and leads staff training to enhance the quality of music education.

# The Role of the Class Teacher

Class teachers are responsible for delivering engaging music lessons that develop pupils’ musical skills and appreciation. They create a positive and inclusive learning environment, encouraging pupils to participate actively in singing, playing instruments and composing. Teachers assess pupils’ progress, provide feedback and facilitate performance opportunities. Collaboration with the music subject leader ensures consistency and progression in teaching.

# Staff Training

To maintain high standards of music education, staff participate in regular professional development through CPD opportunities offered by Charanga and external music organisations. Training ensures that teachers are confident in delivering high-quality music lessons and incorporating musical activities across the curriculum. The subject leader provides additional support and guidance to enhance staff expertise.

# Cross-Curricular Links

Music enhances learning across the curriculum by supporting language development, mathematical understanding and historical appreciation. Singing and rhythm activities reinforce phonics and literacy skills while musical notation and composition develop mathematical thinking. Music is integrated into subjects such as history where pupils explore the cultural significance of different musical traditions and RE where hymns and reflective compositions enhance spiritual development.

Date: September 2024

Review: September 2026