



# Our Lady of the Assumption Catholic Primary School



## Approved Music Policy

Reviewed April 2026

To be reviewed: April 2029, or dependent on any legislative changes

### Safeguarding Statement:

'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff, parents, governors and volunteers to share this commitment.'

### Our Vision

As a Catholic school that puts Christ at the centre, we are committed to encouraging everyone to 'Be the Best They Can Be'

### Values and Ethos

We believe that everyone is made in the image and likeness of God, and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures.

#### 1. Aims and objectives of music.

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The objectives of teaching music in our school follow those set out in the national curriculum and will enable children to:

- 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, to have the opportunity to learn a musical instrument, use technology appropriately and to 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.

## **2. Teaching and learning style.**

At Our Lady of the Assumption school, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure of music. We teach them to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children to make music together, to understand musical notation, and to compose pieces.

Children are given the opportunity to play percussion instruments to compose with across the curriculum. Lessons on Glockenspiel feature in our Charanga scheme, which builds on the children's skills each year.

## **3. Additional Music Teaching**

Our school uses the national scheme of work for music as the basis for its curriculum planning, we also use a commercial scheme, Charanga, (supported by Coventry music). The Charanga Musical School Scheme provides teachers with week by week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the new National Curriculum. And provides a practical, exploratory, current and child-led approach to musical learning. Coventry music also provide whole class Ukulele lessons for Year 3 and 4. These lessons are delivered by a specialist and allows children to gain the experience of learning a musical instrument week by week, seeing their improvements and embedding their learning of pulse, rhythm and reading musical notation.

## **4. Early Years Foundation Stage**

We teach music in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out, which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

## **5. The contribution of music teaching in other curriculum areas**

### **5.1 English**

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is

also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

## **5.2 Mathematics**

Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based. Children, especially in EYFS and KS1 are taught number formation and counting through song.

## **5.3 Information and Communication Technology**

ICT is used in music where appropriate. Children use computer programmes to compose music. They also use ICT in music to enhance their research skills through the Internet and interactive videos from the Charanga scheme. They listen to music on the Internet, and they also record their own compositions.

## **5.4 Personal, social and health education (PSHE) and citizenship**

Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people take part in at school.

## **5.5 Spiritual, moral, social and cultural development**

Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children, at Our Lady of the Assumption, can encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

They have opportunities in Collective Worship and Meditation to reflect listening to music and singing in prayer.

## **5. Teaching music to children with Special Educational Needs**

We teach music to all children, whatever their ability, in accordance with the school SEND policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children with specific needs.

## **6. Assessment and recording and reporting**

Children demonstrate their ability in music in a variety of different ways. Teachers will assess children's work in music by making informal judgements as they observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback as necessary to inform future progress. Older pupils are encouraged to make judgements about how they can improve their own work. Practical work will be recorded throughout the units and uploaded onto the Music folder in the teacher pool or onto the Seesaw app. At the end of the

year, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and the work completed in each unit. These are then recorded and passed on for the next academic year.

The Music curriculum is monitored through:

- Analysis of coverage across planning
- Observations of music covered in assemblies, masses and celebrations
- Photographs and videos of children participating in music throughout the curriculum
- Classroom displays
- Learning walks

## **7. Resources**

We have 2 music trolleys available with a variety of percussion instruments based in a central place for all teachers to access. We also have invested in a set of 30 glockenspiels to allow whole class teaching. In addition to these, children are encouraged to use ICT provision in school to record, compose, enhance and publish their own compositions. The school also has sets of recorders, a piano and keyboard. Appropriate books are located in the library in accordance to the units taught.

## **8. Musical activities**

We believe that music enriches the lives of people, and so we wish to involve as many children as possible in musical activities.

Reception and Years 1-6 attend hymn practices throughout the year learning hymns for assemblies, masses and events.

KS1 and KS2 attend 'Mousike Ensemble' every year with schools around our local area. They perform songs composed by Mr P. Madia (Sacred Heart School) and perform a 'school showcase' for all the other schools.

We provide opportunities throughout the year for budding Ukulele and guitar players to perform for the school community. This includes solo and ensemble performances as part of assemblies and musical extravaganza concerts. This recognises their achievements and celebrates their success.

KS2 children are given the opportunity to join the school choir who help to lead the singing in masses, perform on their own and take part in large scale performances such as Young Voices.

All children as part of the music curriculum here at Our Lady of the Assumption are encouraged to widen their music listening knowledge. Each fortnight, as part of Music appreciation, children are introduced to a new piece of music and a new composer/artist. They will be discussing the different styles and genres of music and identifying instruments, rhythms, mood and dynamics.

## **9. Monitoring and review**

The music subject leader is responsible for the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible

for evaluating the strengths and weaknesses in the subject and indicates areas for further improvement.