

Music Policy



Intent

St Thomas' is a Church of England primary school in the heart of Lydiate. Our vision statement, **'Let your Light Shine'**, is rooted in the words of Jesus in Matthew 5:16. We believe every child is uniquely created and deeply valued. The lighthouse symbol, central to our identity, reminds us that Christ is a constant light and guide. Through our Lighthouse Curriculum, we seek to nurture, support and inspire each pupil so they can discover their God-given uniqueness, find their path, and shine brightly through their learning, actions and relationships.

Within this vision, we deliver an ambitious and inclusive music curriculum that enables pupils to develop musical knowledge, skills and creativity. Our curriculum is carefully sequenced from Early Years to Year 6 and follows the National Curriculum alongside the Model Music Curriculum (2021).

Music plays an important role in the life of our school, supporting pupils' confidence, wellbeing and cultural understanding. Through singing, listening, composing and performing, pupils develop an appreciation of music from a wide range of traditions, genres and historical periods.

Our curriculum is enriched through partnerships with organisations including Sefton Music Services, Rocksteady Music School and the Liverpool Cathedral Schools' Singing Programme, providing pupils with high-quality musical experiences and opportunities to learn instruments.



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We aim for every child to leave St Thomas' as a confident musician with a strong foundation of musical knowledge and a lifelong appreciation of music.

We are delighted to share that St Thomas' has recently been awarded the *Music Mark of Recognition* by Sefton Music Services.

This award celebrates our ongoing dedication to music education and recognises the continuous improvement of our inclusive and diverse music curriculum. We are incredibly proud of the opportunities we provide for all pupils to engage with and enjoy music, regardless of background or ability.

Excellence

High-quality music education engages and inspires pupils to develop a love of music while increasing their self-confidence, creativity and sense of achievement.

At St Thomas', music teaching is supported by specialist practitioners and strong partnerships with:

- Sefton Music Services
- Liverpool Cathedral Schools' Singing Programme
- Rocksteady Music School

These partnerships enable pupils to receive high-quality instrumental teaching and specialist support in areas such as singing and ensemble performance.

Our school is proud to hold the **Artsmark Gold Award**, recognising our commitment to delivering an ambitious and culturally rich arts curriculum.

Teachers maintain high expectations within music lessons and ensure pupils develop musical understanding through listening, performing, composing and evaluating music.

Experiences and Life Skills

Music provides pupils with a wide range of experiences that build confidence, teamwork and resilience.

Throughout their time at St Thomas', pupils participate in a variety of musical opportunities including:

- Whole-class instrumental learning
- Choir participation
- Band sessions
- Musical performances
 - Whole-school singing assemblies
 - Concerts and community performances



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In Key Stage 1, pupils participate in whole-class djembe drumming sessions delivered by Sefton Music Services. These sessions include both practical performance skills and learning about the cultural and historical significance of the instrument.

In Key Stage 2, pupils take part in whole-class ukulele lessons, where they develop their instrumental technique while learning about musical structure, rhythm and notation.

Through partnerships with Rocksteady Music School, pupils can also participate in band sessions where they learn instruments collaboratively in a supportive and engaging environment.

These opportunities allow pupils to perform in pairs, small groups and larger ensembles, building their confidence and musical identity.

Celebrate Diversity

At St Thomas', we celebrate diversity through our music curriculum.

Music is one of the most powerful expressions of culture, and we believe it is essential that pupils encounter a wide range of musical traditions, genres and voices.

To support this, we have introduced a Diverse Listening Spine, which is mapped from Early Years to Year 6. Each year group studies one carefully selected piece of music every half term. Through this structured listening programme, pupils explore:

- musical genres
- cultural contexts
- instrumentation
- composers and musicians
- historical influences

The listening spine exposes pupils to music from a wide range of cultures and traditions including African, Caribbean, South Asian, East Asian, Middle Eastern and Latin American music alongside Western classical traditions.

This approach helps pupils understand the cultural significance of music while ensuring representation of musicians from diverse genders, ethnicities and backgrounds.

Through listening, discussion, movement and creative responses, pupils develop both musical knowledge and cultural awareness.

Christian Values



As a Church of England school, music plays an important role in worship and spiritual development.

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The school community regularly gathers for whole-school singing assemblies, where pupils learn hymns and songs that support collective worship and reflection.

Music is also a key part of the Christian calendar within school life. Pupils participate in performances linked to events such as:

- Harvest Festival
- Christmas celebrations
- Easter services
- Church performances

The school choir also participates in community events such as carol performances at the local church and performances with the Liverpool Cathedral Schools' Singing

Programme.

Through these experiences, pupils develop a deeper understanding of how music can strengthen faith, bring communities together and support worship.

Reading and Vocabulary

Developing musical vocabulary is an important part of music education at St Thomas'.

Teachers explicitly introduce and model key musical terminology within lessons so that pupils develop a clear understanding of musical language.

In Early Years and Key Stage 1, pupils develop early music reading through rhythm patterns, call-and-response activities and recognising musical symbols.

In Key Stage 2, pupils begin to read and interpret musical notation while playing instruments such as the ukulele. This enables pupils to understand rhythm patterns, pitch and musical structure, supporting both their performance and composition skills.

The ability to read music allows pupils to become increasingly independent musicians and supports progression should they continue learning instruments beyond primary school.

Knowledge Rich and Academic

Our music curriculum is carefully structured to build pupils' musical knowledge progressively.

Across the school, pupils develop understanding of the inter-related dimensions of music, including:



- rhythm

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- pitch
- tempo
- dynamics
- texture
- structure
- timbre

Through listening, performing and composing activities, pupils develop the ability to analyse and discuss music using appropriate vocabulary.

The Diverse Listening Spine further supports this knowledge-rich approach by ensuring pupils regularly study significant pieces of music from a range of historical periods and cultures.

Implementation

Music is taught through a structured curriculum that builds musical knowledge and skills progressively from Early Years to Year 6.

Early Years

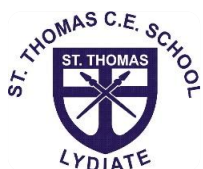
In Early Years, music is embedded throughout daily provision. Pupils explore sound, rhythm and movement through continuous provision and structured activities.

Children:

- sing nursery rhymes and songs daily
- explore instruments and sound-making
- respond to music through movement and discussion
- listen to music from a variety of cultures

Reception pupils follow the Hullabaloo music scheme, which introduces the foundational elements of music and prepares pupils for the Key Stage 1 curriculum.

The Diverse Listening Spine begins in Early Years to introduce pupils to a variety of musical traditions.



Key Stage 1

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In Key Stage 1, specialist practitioners deliver the music curriculum in line with the National Curriculum and the Model Music Curriculum (2021).

Pupils participate in:

- singing and vocal work
- rhythm and percussion activities
- listening and appraising music
- composing and performing

Pupils also take part in the Liverpool Cathedral Schools' Singing Programme, where they explore melody and rhythm through singing and performance.

Whole-class djembe drumming sessions delivered by Sefton Music Services introduce pupils to instrumental performance and the cultural context of the instrument.

Key Stage 2

In Key Stage 2, pupils build on earlier musical learning through whole-class ukulele

lessons.

These lessons develop:

- instrumental technique
- rhythm and timing
- ensemble playing
- music reading and notation
- composition and improvisation

The lessons are designed to support pupils in becoming confident performers and musicians.

Throughout KS2, pupils continue to explore music through the Diverse Listening Spine, deepening their understanding of global musical traditions and composers.

Implementation

Music at St Thomas' is accessible to all learners, including pupils with SEND.

Lessons are adapted to ensure that every pupil can engage meaningfully with musical activities. Multiple entry points are provided through listening, movement, discussion and performance.



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The music lead conducts regular monitoring to ensure high-quality teaching and inclusive practice across the school.

Impact

By the end of their time at St Thomas', pupils will:

- perform confidently both individually and as part of an ensemble
- listen to music attentively and respond thoughtfully
- understand key musical concepts and vocabulary
- recognise music from a range of cultures and traditions
- read and interpret basic musical notation
- compose and improvise using musical elements
- demonstrate confidence and enjoyment in musical performance

Pupils will leave St Thomas' with a strong foundation in musical knowledge, a deep appreciation of diverse musical traditions and the confidence to continue their musical journey beyond primary school.



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