



Music Policy

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.

At Tonacliffe, we believe in giving all pupils, irrespective of gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability, the opportunity to discover and develop their musical potential. We are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender identity, sexual orientation, race, religion, disability, socioeconomic status and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals whilst providing challenge and stimulation through musical activity. We hope and believe that these positive experiences culminate in children developing the confidence and expertise to express themselves through music.

Statement of intent

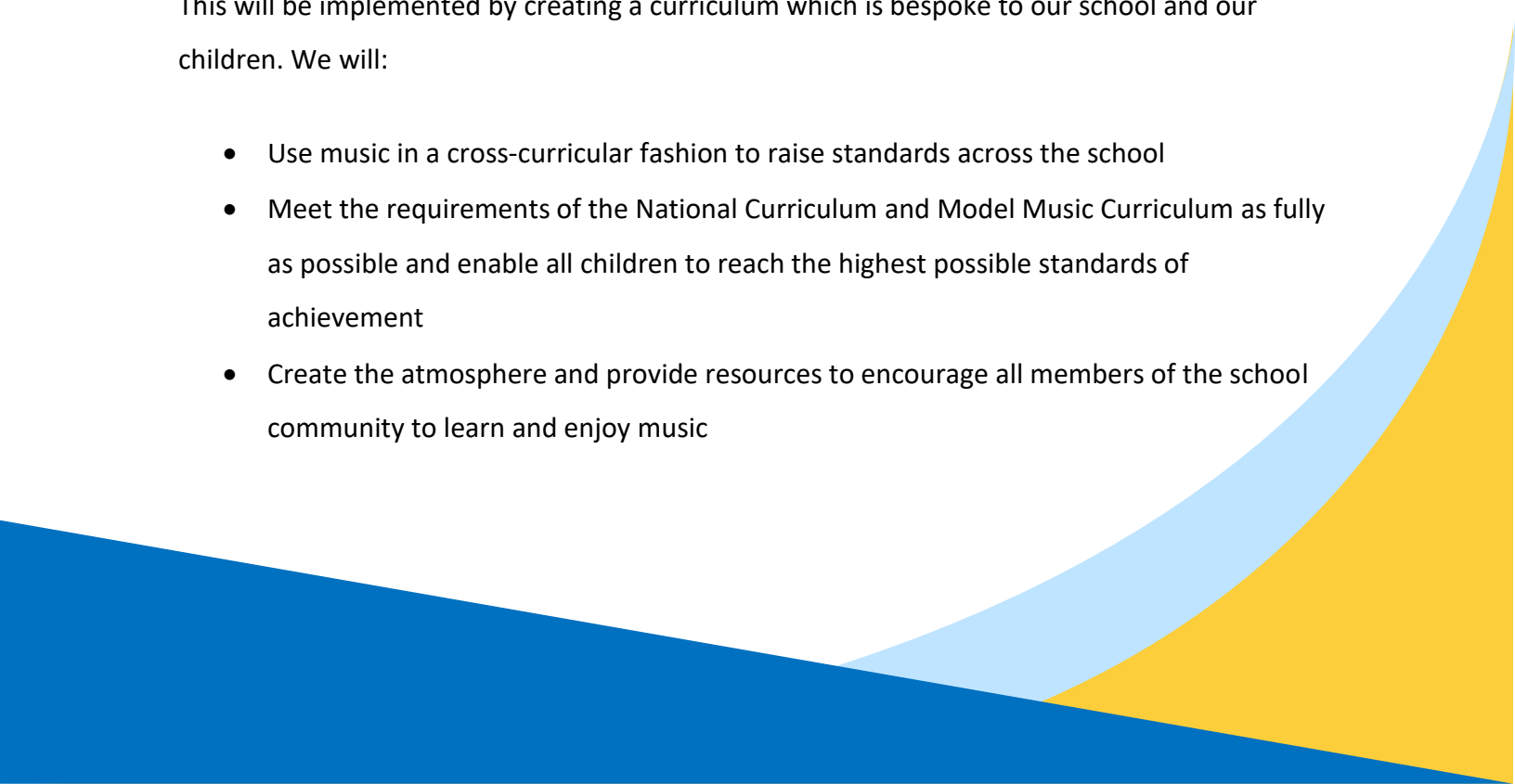
At Tonacliffe Primary School, it is our intent to provide **all** children with a broad and balanced curriculum. Every child will be given a wide range of fulfilling musical experiences with purpose and enjoyment, with the potential to develop the necessary skills and aptitudes to pursue music in their future lives.

Singing is a “Golden Thread” (National Plan for Music Education) ensuring that pupils sing and develop their technique every lesson. Pupils will develop deep musical knowledge of music through demonstrating the musical skills they have learnt.

The three pillars of learning; technical, constructive and expressive are all embedded through practical music making and analysis. By giving explicit singing and listening examples we are making sure that pupils are exposed to a breadth of musical styles and genres, embedding the work of the great composers as key artists in that particular style.

High quality music teaching is our goal, making sure that there is progression between all Key stages, ensuring standard use of vocabulary and being explicit in the musical knowledge and skills pupils will learn by the end of KS2, ensuring continued high-quality music teaching at Key stage 3 through deeply embedded skills. Repetition and incremental improvement is key to effective music learning, making sure that deep knowledge is embedded and that pupils don't purely experience music.

This will be implemented by creating a curriculum which is bespoke to our school and our children. We will:

- Use music in a cross-curricular fashion to raise standards across the school
 - Meet the requirements of the National Curriculum and Model Music Curriculum as fully as possible and enable all children to reach the highest possible standards of achievement
 - Create the atmosphere and provide resources to encourage all members of the school community to learn and enjoy music
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- Provide all children with a wide range of musical opportunities that may encourage children to use aptitudes they had never previously considered and to make decisions that may affect them in the wider world
- Encourage the learners in our environment to be confident and independent in their use of music across the curriculum
- Provide children with a range of music experiences that will encourage them to become proficient, independent and discerning musicians who recognize where and when music can enhance learning and integrate it into broader cross-curricular experiences
- Develop children's ability to read music throughout school; beginning in EYFS

Implementation through Teaching and Learning

All teachers have an outlined scheme of work provided by Lancashire Music Service 'Charanga'. This scheme of work encompasses all aspects of the National Curriculum for music. The music scheme 'Charanga' is a modern, comprehensive, whole school digital resource to aid teaching of the primary music curriculum. We ensure continuity and progression in our music curriculum using direct teaching, practical activities and opportunities to perform.

The profile of music is still being raised throughout school. This is achieved via school productions, singing assemblies, individual music lessons, competing in local competitions and festivals and placing emphasis on raising the profile of our School Band, Choir and Recorder Group.

Every class from Reception to Year Six, have at least one ½ hour discrete music session weekly. A specialist music teacher, employed by school, delivers music sessions to KS1 and lower KS2, with the support of class teachers. Music is highly specialized and the specialist teacher is used to improve teaching and learning and ensures the children are given the best knowledge. In KS1 lessons are planned to reflect cross-curricular opportunities provided through topics being covered incorporated with elements of the 'Charanga'

scheme of work. All children in KS2 alternate learning to play the recorder and singing tuition with our specialist music teacher and class teachers.

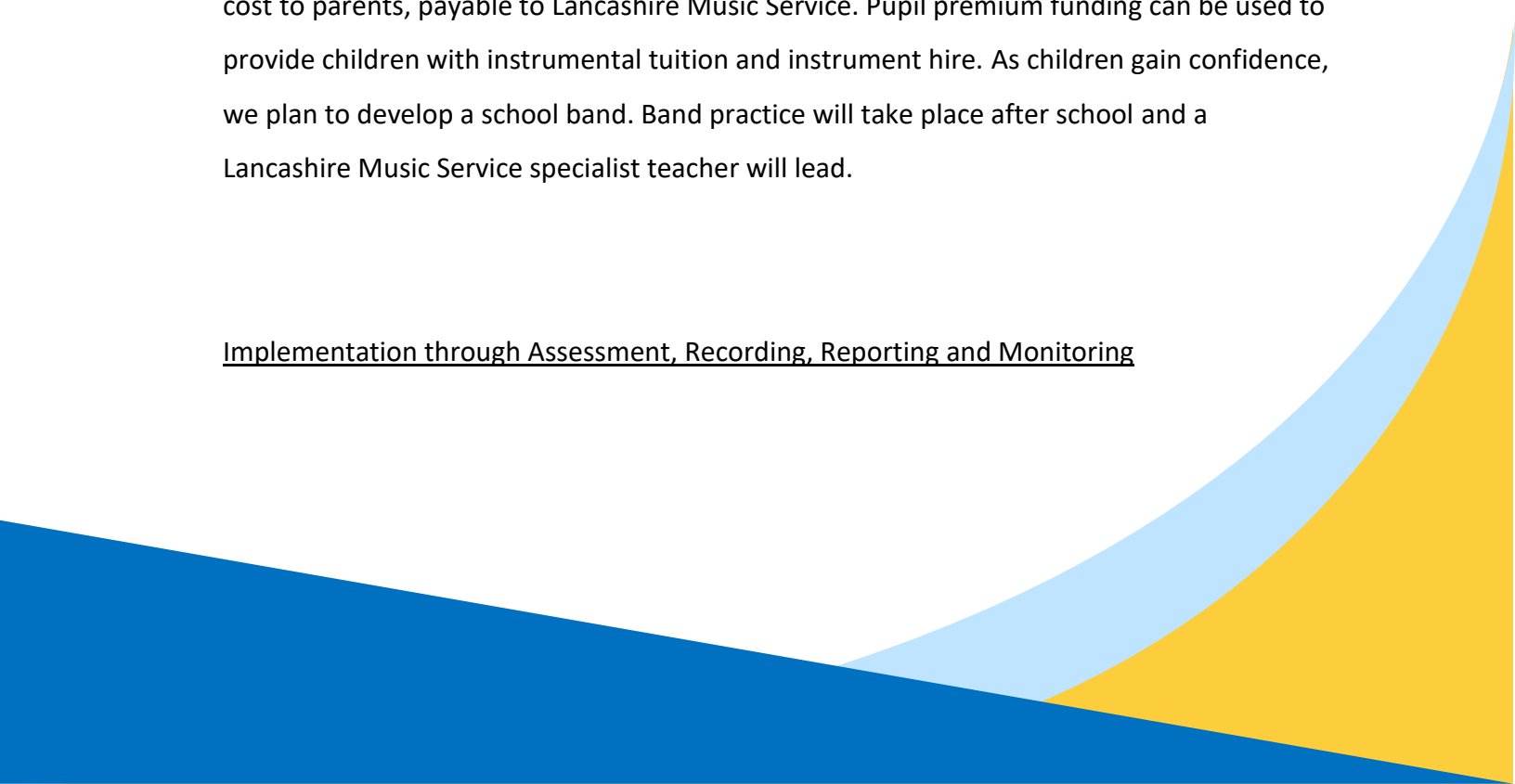
When teaching music, a range of teaching and learning experiences will take place with all learning styles considered. Teachers use the units outlined by 'Charanga', providing active, engaging and purposeful lessons and activities for children of all abilities. Specialist teacher plans discrete recorder and singing lessons, including elements of Charanga scheme of work for KS2 children. As the school progresses into the future, resources and classroom space will be focused on increasing the amount of musical provision we have available to broaden musical experiences and to extend children's learning out of the classroom.

Wider opportunities

As part of our COVID-19 recovery, we plan to develop a thriving School Choir, consisting of pupils from Year four to year Six, a Year 3 Choir and Boys' Choir, all lead by our specialist music teacher. Choir practice is held during school hours, once weekly. Recorder Club consists of children who play to a higher standard. Recorder Club practice during lunchtimes with our specialist teacher.

A number of KS2 children play woodwind, brass, guitar, violin and keyboards. Tuition is provided by Lancashire Music Service specialist teachers, during school hours and incurs a cost to parents, payable to Lancashire Music Service. Pupil premium funding can be used to provide children with instrumental tuition and instrument hire. As children gain confidence, we plan to develop a school band. Band practice will take place after school and a Lancashire Music Service specialist teacher will lead.

Implementation through Assessment, Recording, Reporting and Monitoring



The principles for assessment for learning will underpin the assessment of music. We intend to use a variety of methods to assess pupils including practitioner observations, summative and formative assessment that fully inform future planning. Information is shared throughout the school through the music display, celebration events, newsletters, uploading photographs and video clips onto the teachers shared area and the school website. Children are also encouraged to evaluate their own work and that of others in a positive and supportive environment. Teachers assess children's progress and attainment using the Charanga outcomes and the Lancashire KLIPs. The assessment arrangements for music are recorded on the Lancashire Pupil Tracker which is updated and monitored every term. The music subject lead analyses data and reports to governors termly. A range of monitoring strategies are used by the subject leader including: pupil interviews, informal discussions with children and teachers, observations of teaching and learning, observations and participation in music after school activities, planning and work samples were appropriate including specific learning log homework. The Senior Management Team and the music subject lead will monitor planning, teaching and learning, assessment and coverage of all topics for music.

Implementation through Inclusion, including meeting the needs of SEND pupils

All pupils, irrespective of gender, ability, ethnicity and social circumstances have access to music and should make the greatest possible progress. In order to do this, children's individual needs will be addressed through the provision of resources, learning styles, questioning and positive exposure to music will be promoted by all. The schools SEND policy is adhered to by all and all teaching and learning provision is in line with this document.

Implementation through resources

Resources are purchased and deployed effectively to meet the requirements of the EYFS Curriculum and National Curriculum. Annual resource audits are completed by the music subject lead to ensure that the school is equipped to meet the needs of its learners. Future

resources are accounted for in the school development plan for music and this is renewed annually. The music subject lead, in consultation with teaching staff, ensure that the deployment of music resources is effective and valuable to teaching and learning of music. Specifically, class sets of instruments, such as glockenspiels are acquired to link with the 'Charanga' recommendations.

Implementation through Professional Development and Training

Effective implementation of this music policy is subject to staff being adequately trained and competent in all areas of music. In order to meet the needs of staff in school, regular skills audits will take place by the music subject lead which will inform future training needs. Training will be provided through a variety of sources (subject to school budget) and the music subject lead will deliver in school training and complete internal assessment moderations.

Implementation through Health and Safety

All health and safety requirements are met in the school and age appropriate class. Equipment is maintained to meet the agreed safety standards.

Roles and Responsibilities

The Senior Management Team has the overall responsibility for music; however, the subject lead is responsible for monitoring curriculum coverage and the impact of learning and teaching. All stakeholders will work together to ensure the implementation of the music policy.

Impact

Music will be shared through a variety of means and a positive relationship fostered with home, school and the wider community. We will to continue to place focus on developing a

shared musical culture within school to foster both higher level cognitive skills and a sense of community. Children will be invited and encouraged to participate in annual music activities throughout the academic year including; Musical Evening, competing in the Rochdale Music Festival, Christmas sing-along, Christmas and summer productions, class assemblies, singing carols at local nursing home and performing at school fair. As a result, our children will become confident music learners and develop their ability and skills to appreciate and simply enjoy music with the potential option to pursue music in their future lives.

This music policy will be reviewed. Evaluations will consider:

- External inspection/ advice
- Staff development
- Curriculum coverage
- Data analysis

Mrs Charlotte Clutterbuck (Music Lead) 1st September 2023

