



Timothy Hackworth Primary School

‘Respectful and resilient; being the best that we can be.’

Music Policy

CRC Article 28: All children have the right to a good quality education.



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Approved by:	Governing Body
Head Teacher signature:	<i>L. Boulton</i>
Chair of Governors signature:	<i>P. Crook</i>

Music Policy

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Date of Policy: March 2024

Review Date: March 2025

Subject Lead: Mrs. C. Shepherd

Governors for Music: Mrs. N. Milne
Curriculum and Standards Committee

This policy should be read in conjunction with our Respectful Relationships Policy. All policy and practice in Timothy Hackworth Primary School respects children's dignity.

Our Timothy Hackworth School Vision

May our Rights Respecting School be a happy place for us all to learn; where every one of us is valued and safe in our Timothy Hackworth School Family. May we all be the best that we can be by making a positive difference to each other, our community in Shildon and the wider world in which we all live.

Mission Statement (written by children):

We would like our school, which reflects British Values, to be at the heart of the community, sharing, supporting and learning together with everyone as equals. Our children have the right to high quality learning experiences to help them to be the best that they can be.

We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

We aim to nurture our children on their journey through life so that they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Values

Ours is a happy school with high hopes and ambitions for all our children and we welcome working in partnership with parents and carers to ensure that everything is done in the best interests of the children at all times.

All of our staff take their responsibility towards the children seriously and they strive to help each child reach their full potential as global citizens physically, emotionally, socially and academically. We are fully committed to the [CONVENTION ON THE RIGHTS OF THE CHILD](#).

To us, every child is unique and precious and we endeavour to foster a high level of motivation towards learning and behaviour. We are committed to the basic skills of English and Maths.

At all times, we aim to centre the teaching in an atmosphere of mutual respect and personal respect. A high quality education is [the right of every child](#), and at Timothy Hackworth Primary School, we embrace that responsibility and strive to achieve it for all our pupils.

Equalities Information

This policy should be read in conjunction with our school's 'Equalities Policy Statement', 'Equalities Objectives Summary' and 'Equalities Information and Objectives'.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in respect to age (as appropriate), disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation (LGBTQ+).

Rationale

At Timothy Hackworth Primary School, we aim to inspire all children to reach their full potential, academically, socially, physically and emotionally.

Our Music provision ensures a curriculum that is fully inclusive. All children are provided with opportunities to compose, play, perform and enjoy music, in order to develop skills and appreciate a wide variety of musical forms.

We embrace the National Curriculum programme of study which states that:

“Music is a universal language that embodies one of the highest forms of creativity. 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.”

National Curriculum 2014

Music is an essential element in the curriculum for many reasons. It promotes self-expression and also participation and performing through singing and instrumental activities. Music develops confidence and skills in composing, listening, communicating, performing and recording. As a subject, it enables pupils to develop personal skills and qualities whilst providing opportunities for creativity.

Cultural Capital

At Timothy Hackworth Primary School, we endeavour to develop children’s dispositions and attitudes about themselves, their community, and the wider world, in order to be good citizens who will make a positive difference. We aim to broaden children’s experiences and equip them with the cultural capital they deserve in Music. We have a curriculum rich with everyday experiences, visits, and visitors. We want children to know their community, the people who help them, their history and their cultural heritage.

Entitlement

This policy relates to all pupils attending Timothy Hackworth Primary School. All children have the right to access all elements of the National Curriculum, appropriate to their abilities in tandem with the school’s continual focus on high standards and expectations of all pupils.

Our Intent, Implementation and Impact in Music

Intent

We strive to ensure that our pupils enjoy music through active involvement, while sharing experiences and co-operating with others. We endeavour to help children to develop an awareness of musical traditions and developments from a variety of cultures. Our intention is that children gain a firm understanding of what music is, through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the

subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring that children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, musical vocabulary and experiences to involve themselves in music and to discuss music, in a variety of different contexts. Children will have the opportunity to demonstrate resilience, resourcefulness, reflectiveness and reciprocity and have the ambition to be successful learners.

Through a high quality, progressive and challenging music teaching sequence, Timothy Hackworth Primary School aims to:

- provide opportunities for children to perform, listen to, review and evaluate music through a range of historical periods, genres, styles, cultures and traditions, including the works of the great composers and musicians;
- develop a child's appreciation of the richness of our musical heritage;
- give children the opportunity to sing and use their voices to create and compose music on their own and with others;
- give children the opportunity to learn a musical instrument;
- give children the opportunity to use technology;
- provide opportunities for children to 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;
- to ensure children are taught formal notation appropriate for their age;
- help children of all abilities to develop positive attitudes and to experience success and satisfaction in Music;
- develop social skills through co-operation with others in the shared experience of music-making;
- encourage the children to explore a wide range of sounds;
- give children the opportunity to compose music and express their ideas and feelings through music;
- provide an array of performance opportunities so that children can feel part of a community;
- encourage high standards in performance;
- encourage children to express ideas and opinions about music;
- develop an appropriate vocabulary to help children understand and discuss their own work and that of others;
- give each child the opportunity to develop their musical talents, and have the opportunity to progress to the next level of musical excellence.

Implementation

The Music curriculum ensures that children learn to sing, listen, compose, perform and evaluate.

In our Music curriculum, the sequencing of units is carefully planned to ensure developmental progression. We build on and extend prior learning. Our Music Overview is designed to foster a love of music, to develop children's talents as musicians, and to provide an opportunity for children to progress to the next level of musical excellence. These skills are recursive and are embedded year upon year. Throughout the Music curriculum, children are provided with opportunities to develop their understanding of the inter-related dimensions of music.

There are further opportunities to develop music, for example, through hymn practices, assemblies, performances and after-school clubs, e.g., Samba Drumming Club and Choir. The school works in close partnership with Durham Music Service which offers wider opportunities for learning music, for example, learning to play a brass instrument.

Staff use the Charanga scheme from Durham Music Service as the basis for curriculum planning. This scheme has an integrated, practical, exploratory and child-led approach to musical learning. The learning within this scheme is based on:

- Listening and Appraising;
- Musical Activities (including Creating and Exploring);
- Singing and Performing.

Music in Early Years - 'Playing to Learn'

In the Early Years, Music falls within the specific area of Expressive Arts and Design. We relate the musical aspects of the children's learning to the objectives set out in the Early Learning Goals (ELGs).

ELG – Being Imaginative and Expressive:

- invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

Music is crucial at this age; this includes songs, rhymes and listening to music. Music is part of daily learning and is very cross-curricular, for example, learning the names of the planets through a song, counting in 2s through a

song, use of tidy-up music at tidy-up time, and use of a listening song to encourage good listening skills. We teach Music in Nursery and Reception classes as an integral part of the topic work covered during the year. 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 wider understanding of the world.

Nursery and Reception classes also have access to the Charanga Music Scheme from Durham Music Service.

KS1 and KS2

Fundamental skills and knowledge are taught to children through a carefully sequenced and planned programme. All musical learning is based around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. All children gain a simple understanding of a range of musical notation, playing an instrument, composition, performance, listening and analysing music. Durham County Music Service provide peripatetic musical instrument tuition. These lessons are taught to classes of children and opportunities for individual tuition are also available for those who have chosen to learn one of a variety of instruments.

Impact

Impact is measured by the child's progress against their expected outcomes and their ability to meet the key aims of the National Curriculum for Music.

The impact of learning and pupils' attainment will be assessed in a variety of ways, for example, class teachers using assessment for learning, and by the Subject Lead through data analysis, learning walks, Black Book scrutiny and pupil interviews.

Through accessing our Music curriculum, pupils will have:

- a curiosity for the subject;
- a wider musical vocabulary;
- a secure understanding of the inter-related dimensions of music;
- an age-appropriate understanding of musical notation;
- an ability to enjoy music as a listener, creator and performer;
- an ability to analyse and evaluate music;
- an enhanced and developing singing ability;
- an appreciation of music from a variety of cultures, styles, genres and historical traditions;
- a growing self-confidence;

- an ability to interact and develop their awareness of others;
- the ability to self-reflect.

More Able and Talented Learners

The Music Subject Lead will promote the following key strategies to maximise progress and enable learners to meet their full potential:

- The use - by all - of open-ended questioning where a learner's first response may then be further developed and so encourage deeper thinking;
- Valuing a growth mindset that encourages learners to risk failure. Instead, viewing it as a crucial part of the learning process that avoids the pitfalls of playing it safe and success meaning only doing things that they can get completely right or find easy;
- Encouraging the provision of open-ended opportunities for learners to take more ownership of the direction or form that their learning takes;
- Praising high levels of effort, progress and attainment whilst making sure that a focus on the next steps is a valued part of the ongoing learning process.

Special Educational Needs and Disabilities

The SENDCO will support identified SEND pupils, their parents and staff, to ensure information on individual children with Special Educational Needs supports their teaching and learning.

Our school meets the needs of children with Special Educational Needs and Disabilities with a curriculum that allows for appropriate differentiation. This may be by outcome, task, resources, support, interest or ability groupings as appropriate. Opportunities will be planned for children with SEND to work on their targets for Music.

The expectation is that SEND pupils will progress at the same rate as non-SEND pupils due to carefully planned provision. Expectations of all pupils, including those of SEND pupils, will be high. SEND pupils will be expected to be the best that they can be.

Assessment

We consider that assessment is part of the whole school curriculum. It is the responsibility of all staff and should provide a supportive framework for teachers and children.

Assessment is not just about the National Curriculum, but needs to take into consideration all musical learning which is an outcome of the school curriculum. There will be ongoing assessment for learning (AFL) of all children, ensuring that the development of concepts, skills and attitudes is measured through everyday teaching. This will, of course, include a variety of contexts.

Teachers will need to make judgements about children's ability. There must be judgements supported by evidence which can be understood by other teachers, by parents and by the children themselves. Evidence of ability will be demonstrated by children in the course of their musical learning.

Monitoring and Evaluation

The monitoring of Music teaching and learning in our school will take place through:

- monitoring of short-term planning by the Music Lead;
- observations and Learning Walks by the Music Lead and SLT where appropriate;
- discussion during curriculum development staff meetings in order to further develop provision and practice, respond to queries, check progress, review resources etc.;
- informal discussions between staff and the Music Lead;
- the completion of any whole school Music project where work/evidence is gathered, across the whole range of ages in the school;
- scrutiny of recordings, displays and any other evidence of achievement, by the Music Lead;
- pupil interviews conducted by the Music Lead;
- the checking of children's standards of work against agreed criteria, e.g., teacher assessment.

Assessment data is analysed by the Music Lead and outcomes shared with staff.

Continuing Professional Development

The Music Lead continues to attend Local Authority Subject Leader Network Meetings in order to ensure that the Music Lead and the wider staff are aware of the latest information and curriculum developments in Music.

The Subject Leader for Music holds the following responsibilities:

- to coordinate music provision throughout the school;
- to update staff with current trends and developments;

- to identify appropriate professional development (PD) for all staff;
- to deliver internal training and organise external training as appropriate;
- to identify school needs regarding Music education;
- to keep an overview of resources and purchase required Music resources;
- to coordinate assessment for Music;
- to identify cross curricular opportunities;
- to monitor effectiveness of provision.

Display and Resources

Our school 'Climate for Learning in Classrooms' document, outlines the resources and display requirements for each classroom, which includes reference to resources and displays to support pupils' learning. Musical vocabulary can be displayed so that children use this in the communication of their understanding. Music displays will encourage a positive attitude and enthusiasm towards Music for all groups of children. Knowledge Organisers provide important information and vocabulary for children and link directly to our Music Curriculum Overview.

Parents and Carers

We recognise that parents and carers make a significant difference to children's progress in all subjects, including Music, and encourage this partnership. We hold Celebration Assemblies where the children's musical achievements can be shared with parents. As well as this, we encourage parents to discuss music with their children and to support understanding about the musical knowledge and techniques that they have explored. Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed. We invite children to contribute to Our Big Blue Book of Brilliance to showcase the out of school musical activities that they take part in.

Our Governing Body

The Governing Body will provide support and challenge and are kept up to date with developments in Music through communication with the Music Lead, through the Head Teacher's Report to Governors, subsequent discussions during Full Governing Body Meetings and Curriculum and Standards Committee Meetings. The Governing Body will be provided with regular updates regarding the implementation and monitoring of this policy. The Curriculum and Standards Committee will ratify and review the policy.

Conclusion

At Timothy Hackworth Primary School, a whole range of experiences and opportunities will be provided for all pupils across a broad and balanced curriculum which reflects school, local, national and global perspectives. The curriculum offer is routinely reviewed to monitor its Intent, Implementation and Impact. All children have the right to a high quality education; our Music Policy is designed to ensure that all pupils have access to this right.