

MUSIC POLICY



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Statement of Intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

Our Vision

The TEACH Trust supports our children to become empowered citizens that make a meaningful contribution to society. Our curriculum reflects our locality and all it offers and aims to educate all children in matters which affect humanity in the wider world: these include all matters that relate to the climate and the world around us, such as climate change; the importance of respecting and celebrating the importance of equality and diversity; and being responsible global citizens.

We have the highest aspirations for our children: the broad and balanced curriculum promotes learning, provides cultural capital and supports spiritual, moral, social and cultural development. The Rights Respecting Gold awards and Anti Bullying awards reflect some of many ways in which education for character are integral to the work of our schools and highlights our focus on the children's personal development.

We aim to inspire our children to be socially conscious individuals who make a difference to the world. All our children secure the key learning and skills they will need to become lifelong learners and gain employment. Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

Under the Equality Act 2010 and the Public Sector Equality Act which came into force in April 2011, the Trust has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Purpose of Study

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.

This policy is an important part of the TEACH Trust's overall provision for music.

Aims

The aims of TEACH Trust music provision:

- Meet the requirements of the National Curriculum.
- Provide opportunities for children to develop an understanding and enjoyment of music, through singing, playing, listening and composing.
- Offer a variety of musical experiences, reflecting different times, styles and cultures.
- Encourage a respect for different musical tastes, cultures and talents, fostering an understanding that it can bring people together in a spirit of co-operation and mutual enjoyment.
- Provide a vehicle for personal expression that can play an important part in the child's personal development.
- Deepen understanding of how music utilises and develops cognitive abilities, physical co-ordination, aesthetic awareness, emotions, social skills and spiritual values.
- Provide opportunities to perform within the community and as part of the community.

Entitlement

Teaching should ensure that 'listening, and applying knowledge and understanding', are developed through the interrelated skills of performing, composing and appraising.

At Key Stage 1, the pupils receive music teaching within specific topic-based learning **and** half hour music lessons in half termly blocks throughout the whole year. In Key Stage 2, all children have set, explicit music teaching which takes places every week. In addition, the children may also enjoy music as part of their learning linked to other subject areas. Every child in the TEACH Trust regularly sings and listens to music in school assemblies and cross-curricular subjects. Opportunities are available for the pupils to take part a wide variety of vocal and instrumental ensembles as extra-curricular activities.

Provision is made for pupils to receive instrumental tuition at Key Stage 1 and 2. This is provided through high-quality peripatetic teachers that are regularly monitored to ensure the quality of teaching and learning is good. The TEACH Trust currently offers guitar, violin, cello, viola, drums, harp, saxophone, flute, clarinet, piano/keyboard, brass and 'Toot and Dood'. ('Toot and Dood' are instruments that aid progression towards playing flute or clarinet).

Accessibility

At TEACH Trust, 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. We recognise that there is a wide range of different musical abilities in all classes, so we provide suitable learning opportunities for all children by adapting the challenge of the task to the needs of the child. Teachers are aware of children with identified fine or gross motor control difficulties who may need support using musical instruments. Also, provision is planned and implemented so that children who may have sensory or physical difficulties, or any other special educational needs or disabilities, are able to access the key learning through adaptive teaching approaches.

TEACH Trust music provision makes the most of the benefits of the role music plays in developing the communication skills of children who may struggle in this area, but who may experience greater success by communicating through practical participation or composition. Children who are working at greater depth in music are further challenged within lessons and also signposted to further opportunities in and out of school.

Curriculum and Progression

Within the TEACH Trust, the objectives of music are based on the Early Years Foundation Stage framework, and the requirements of the National Curriculum Programme of Study for Key Stages 1 and 2.

Teaching and learning of music in the Early Years Foundation Stage (EYFS) is organised into termly schemes of planning, which are based on the EYFS framework and build towards relevant EYFS early learning goals. 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. By the end of the Early Years Foundation Stage, most children should sing songs, make music and dance, and experiment with ways of changing them. Also, they represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories

In Key Stage 1, children experience a range of musical activities that link either to the termly topic or to the activities presented in specialist schemes such as the Key Stage 1 Music in Action and Music Express. Charanga and KAPOW are other specialist resources that are used to support music teaching across Key Stage 1 and 2.

At Key Stage 1, pupils should be taught to do the following:

- 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.

At Key Stage 2, pupils are given the opportunity to do the following:

- 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.

Clearly sequenced and planned progression and development in these elements from Early Years through to Year 6 is detailed in the music progression map.

Monitoring and Assessment

Information on the pupils' progress is reported to parents through the annual written reports. If a child is having instrumental lessons, they will receive a progress report once a year, as well as continual feedback given to parents/carers from the peripatetic teacher.

Pupils' progress is monitored through assessment for learning. Pupils are involved in the assessment of their work through discussion following group performances.

Cross-curricular Links

Contribution of music to other areas of the curriculum include the following:

- **Art** music can provide a stimulus for artistic interpretation.
- **Drama** music can be used to aid dramatic effect and expression.
- **History** music of a specific period or event can be studied.
- **Language** music can help to develop listening skills and provide a stimulus for creative and imaginative writing.
- **Maths** music can help children to follow and devise sequences and patterns.
- **PE** music can be used as a stimulus for creative movement.
- **Computing** children can use computer programmes to compose music, or enhance their research and listening skills through the Internet and CDs.
- **Social, Moral, Spiritual and Cultural education** listening to music from other cultures and religious traditions can help children to understand and respect them.

Peripatetic Music Lessons

At the start of the summer term, peripatetic music lessons are advertised to the whole school via a letter, which contains a contract. This will be given to all children from EYFS to Year 5, as well as any new starters (in their welcome pack). Parents can then express an interest, which is passed on to the independent music teacher, who will then contact the parents directly to make arrangements for lessons. Every peripatetic teacher will be asked to read the TEACH Trust Staff Handbook and sign a form, signalling that they have read and understood what is expected of them.

Once payment is confirmed, a timetable will be drawn up and sent to the music leader. The signed contract acts as a financial agreement between the school, parent and peripatetic teacher. Children in receipt of free school meals via pupil premium funding can access funded music tuition (100% subsidy for one instrument per year) which can be arranged through liaison with the music director. It is expected that children sign a learning contract before they start lessons, helping them to understand their responsibilities as a musician.

The school, together with instrumental teachers, offers advice on the purchase or hire of instruments, but it is the parent's responsibility to ensure this is arranged. If possible, instruments will be made available to hire and, if necessary, the cost of hiring these instruments will be passed on to the hirer.

Pupils who receive music tuition have the opportunity to perform in whole school assemblies, year group assemblies or to their class, but all musicians are encouraged to share their skills. Pupils are encouraged to take external examinations and, once they have been successful in passing these, they will be given an opportunity to be celebrated in front of the school in an assembly.

A timetable of the peripatetic lessons is available to pupils and staff. The peripatetic teacher is fully responsible for the contacting of parents to ensure they are made aware of the dates and times of their child's lesson. The music leader of the school will display timetables in school and provide each class teacher with them also. Where possible, the lesson will be rotated weekly, so that the same curriculum lesson is not missed each week.

Records of pupils receiving peripatetic music lessons are to be held in the music room and an attendance register will also be kept.

The role of the class teacher

- To foster enjoyment and appreciation of music.
- To ensure they have good subject knowledge and to ask the subject leader if they require further support.
- To plan and teach the music curriculum relevant to their year group/key stage, with support if needed.
- To collect evidence (photographic and video) of their children's musical work.

The role of the subject leader

- To ensure the teaching and learning of music fulfils the requirements of the EYFS framework and the National Curriculum.
- To support class teachers in delivering the curriculum.
- To monitor progress throughout the school.
- To support the music director in overseeing the peripatetic department.

The role of the Music Director

- To model excellent practice in all aspects of music education.
- To support and develop provision for music across all four schools in the TEACH Trust.
- To provide in-lesson support and CPD for class teachers.
- To oversee access to peripatetic music teaching.
- To develop community links, allowing wider participation opportunities.
- To ensure high-quality musical events are organised and implemented.

The role of school leaders

- To ensure that each year group has sufficient funds and adequate resources to deliver the curriculum.
- To monitor the work of the Music Director.

The role of the Trustees

- To ensure this policy is in line with the vision, ethos and strategic direction of the Trust.

Other policies and documents to be read in conjunction with the music policy:

National Curriculum	Assessment and Feedback Policy
Curriculum, Teaching and Learning Policy	SEN/Inclusion Policy
Equal Opportunities Policy	National plan for music
TEACH Charging and Remissions Policy	

Monitoring and review

The monitoring of the implementation of this policy is the responsibility of the TEACH Trust music team.

Date written: January 2023

Equality Impact Assessment

Question	Response	
Which relevant groups and stakeholders have been consulted with in relation to this policy?		Please tick
	Pupils	
	Trustees	✓
	Staff	✓
	Parents/Carers	
	Local Authority	
	Other Advisors (give details)	✓
What are the arrangements for monitoring and reviewing the actual impact of the policy?	Termly	
	Annually	✓
	When applied	
	If legislation changes	✓
	If a formal complaint	✓

Does the policy affect one group less or more favourably than another on the basis of:	Y/N
Disability	N
Gender reassignment	N
Marriage or civil partnership	N
Pregnancy and maternity	N
Race	N
Religion or belief	N
Sexual orientation	N
Sex (gender)	N
Age	N
SEN	N
Vulnerable	Y
Traveller, migrant, refugees and people seeking asylum	N
EAL	N

	Y/N	Comments/Actions
Is there any evidence that some groups are affected differently?	Y	Financial limitations may reduce access to peripatetic lessons
If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Y	Access enabled for children in receipt of pupil premium funding through funded lessons
Is the impact of the policy likely to be negative?	N	
If yes, can the impact be mitigated by taking different action?	N/A	