



Music Policy



1	Summary	Music policy			
2	Responsible person	Gemma Rumney			
3	Accountable SLT member	Caroline Knight			
4	Applies to	<input type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Gemma Rumney			
6	Who has been consulted and recommended policy for approval	Senior leaders			
7	Approved by and date	16.11.22			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	16.11.22			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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1) Purpose

The purpose of this policy is to describe the intent and implementation of the music curriculum at Thorpepark Academy.

2) Curriculum Intent

The teaching of music is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups from Year 1 to Year 6 follow the National Curriculum through Charanga (Hull Music Service) to ensure full and in-depth coverage of all the objectives. In addition to this, pupils at Thorpepark will have opportunities to create music for a range of purposes and express their own ideas in a variety of ways whilst practicing and building on the fundamental skills.

Foundation Stage 2 pupils are also taught music through Charanga to ensure full and in-depth coverage of all the Early Learning Goals. All foundation stage and nursery pupils continuously access music activities in their provision. Activities are designed using assessment steps from Development Matters and are planned to meet the needs and interests of all children.

Pupils from Little Jumping Beans – Year 2 are provided with opportunities to play with a variety of untuned instruments. In Years 1 and 2 these opportunities will coincide with Charanga. Throughout Year 1 – Year 6, pupils will have the opportunity to learn how to play three focus instruments. The chosen focus instruments ensure a progression of skills and musical ability; the instruments have been recommended by Charanga. The aim each pupil is for them to leave Thorpepark with the ability, confidence and skills needed to play an instrument.

The focus instruments are:

- FS2: untuned instruments
- Year 1 and 2: untuned instruments and resonator bells
- Year 3 and 4: glockenspiels
- Year 5 and 6: keyboards



3) Curriculum Implementation

Music is taught weekly to ensure that skills can be practiced and progression across the subject can be made; music is taught in a half an hour slot for Foundation Stage 2 pupils and an hour slot for Year 1 – Year 6 pupils. Music is taught strictly through Charanga alongside the chosen focus instruments. Although this subject does not need to restrict a cross curricular or creative approach to other subjects. Music LTP planning is done with an overview of the whole school to ensure that there is a broad and balanced coverage of the music styles, dimensions and skills.

The progression map is in addition to the objectives to ensure that there is an even split between a knowledge based and skill-based curriculum. The knowledge and skills are classified as: listen and appraise, musical dimensions, singing, playing an instrument, improvisation, composition and performance. Pupils will have the opportunity to develop specific skills by building on what they can already do. The music knowledge and skills map show how knowledge and skills are linked, revisited and built upon in each year group.

The music section on the topic webs provide a half termly overview of focus instruments, music style and Charanga unit. Topic webs are shared with parents through the website, social media and hard copies. This is to ensure that parents can support the home learning partnership.

All year groups from Foundation Stage 2 – Year 6 have a composer and artist spine. The spine outlines which composers, music styles and themes are being covered in each Charanga unit across the school year for each year group. The composers and artists are from a range of sources and styles to ensure children gain a broad and balanced repertoire of composers and artists during their education at Thorpepark Academy. Pupils will form opinions and discussion of these and demonstrate an appreciation of music.

Music is an inclusive subject. All pupils are required to participate in music activities. All activities planned for are adapted to ensure that all pupils have access to the music learning objective and curriculum. SEND pupils are required to join in with music activities and planning, delivery and assessment will reflect this.

4) Enhancing the curriculum with visits and visitors

Key Stage 2 pupils have the opportunity to attend two extra curricular music clubs: steel pan band (including drums) and violin club. The steel pan band have numerous opportunities to play in front of their peers, families and community throughout the year. Pupils will be able to express their musical creativity and ability, whilst increasing their confidence, to an audience.

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning. The Hull Music Service provide termly performances for both key stages and foundation stage 2. Stay and play events in the early years setting are regularly held to enable children to play and learn with their families in the music provision.

Key Stage 2 pupils take part in a weekly singing assembly. The composer singing assembly spine outline the tracks, sources and themes that are covered half termly.



The composers chosen provides a basis for a theme or discussion point for a particular point of the year, such as Easter or voting, and are from a range of sources and styles.

5) Curriculum Impact

Pupils are assessed after each new Charanga unit of learning on half termly music assessment sheets. Charanga is used to support teachers in assessing the children's progress against the National Curriculum's music objectives. This is tracked to inform planning on the next steps in learning. This is then used to support the yearly data inputted on O track which is monitored by the subject coordinator.

Foundation Stage 2 – Year 6 Teachers upload 1 strong piece of evidence of their class half termly onto Charanga. Foundation Stage 2 teachers can correspond this evidence with the Early Learning Goals through Tapestry. Early Years teachers also upload children's learning through continuous provision on Tapestry which links to the expressive arts and design Early Learning Goals. The subject coordinator will monitor this. In addition to this, Twitter is used optionally to evidence music teaching and learning.

Pupil interviews, lesson visits, learning walks, and evidence looks (Charanga and Tapestry) will demonstrate what knowledge the pupils can remember and the skills that they have. These monitoring and evaluations measures will quality assure the consistency of music across the school. Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors

6) Roles and Responsibilities including monitoring of standards

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively. Subject leaders are responsible for the monitoring and evaluation of music across the school. This will include:

- Supporting staff with planning and delivering music
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop subject
- Reporting to the Head of school and governors termly

Class teachers are responsible to plan, prepare, deliver and assess music lessons which help build a repertoire of music skills. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in weekly music lessons with a focus on skills progression and instruments
- Ensure all music lessons follow the sequence provided by Charanga
- Ensure music evidence is uploaded onto Charanga
- Ensure all pupils are provided with opportunities to play their focus instrument



Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.