



The vision of music at Holy trinity is one that values:

- Singing, chanting and rhymes
- Learning to play tuned and un-tuned instruments
- Listening, understanding and appreciating live and recorded music
- Making and combining sounds and improvising and composing music
- Using and understanding musical notation
- Learning about musical history

To work towards this vision and ensure a consistent approach to high provision of Music throughout the school we aim:

- To provide opportunities for pupils to sing songs and speak chants and rhymes
- To play tuned and un-tuned instruments musically
- To listen and understand a range of live and recorded music
- To make and combine sounds musically
- To use voice and instruments with increasing accuracy, control and expression
- To improvise and control music
- To listen with attention to detail
- To use and understand musical notation
- To appreciate a wide range of live and recorded music
- To develop an understanding of musical history

Role of the subject leader

To ensure that all members of the school community understand the vision of Art and Design at Holy Trinity and to lead, challenge and support all in achieving the vision by:

- Ensuring curriculum policies, guidelines and resources are well organised, reviewed, updated and easily accessible;
- Maintaining clarity of expectations in relation to planning, assessment, teaching and learning;
- Developing standards in teaching and learning;
- Identifying and addressing strengths and areas for development;
- Informing, supporting and providing development opportunities.

Achieving the Vision

Teaching and Learning

The school uses a combination of Music experts and lessons delivered by teachers or HLTAs. A weekly, programme is delivered by Apollo Arts Music in KS2 (Years 3-6). Sessions include a combination of practical and theory based learning. Pupils work musically in a variety of ways and use drums, keyboards, singing, performing and also develop their music technology. Pupils are also taught listening skills to develop their musical understanding and develop their music theory skills including musical notation and composition. This programme is complimented by sessions with Tees Valley Music Service who provide a combination of sessions for different year groups. Objectives are based on the requirements of the National Curriculum and these have been devised in consultation with Apollo Arts to include the required content and beyond. We carry out curriculum planning in Music in three phases: long-term, medium-term and short-term. Staff teachers are responsible for the assessment of music and liaise with Apollo Arts and TVMS devise their assessment judgements. Teachers informally assess children's progress through observation using the end of

teaching unit objectives. The observations provide a basis for recording and reporting children's achievements in pupils' end of year reports.

Opportunities/Extra Curricular activities

Tees Valley Music Service sends (TVMS) specialist instrumental teachers for various instruments. These lessons take place in school time for small groups of children who are selected for their music aptitude by the instrumental teacher or with the help of a short music test. Children have the opportunity to join the school choir. The choir has taken part in various performances both in and out of school. The school works alongside Tees Valley Music Service and takes advantage of any opportunities to participate in music events both in and out of school. This has included themed workshop days, specialist performances at the Town Hall. Parents of GAT pupils for Music are informed and directed towards local opportunities and services for parents and their children to explore.

Staff Development

Courses and Inset are arranged as required. TVMS provide networking and training as part their package and staff receive training through their work with Apollo Arts.

Governors

Mr J Bull is governor linked to Music who plays a key role in monitoring and evaluating Music across the school through discussions with the subject leader.

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