



SCHOOL NAME: Canon Burrows C of E Primary School

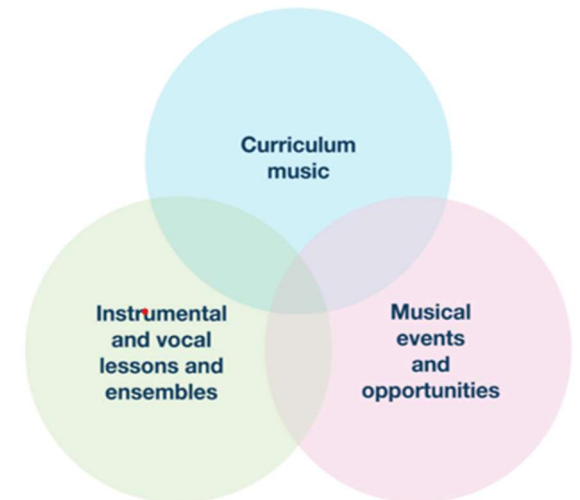
COMPLETED BY: Mrs Jackson, Music Subject Leader

DATE OF ADOPTION: SEPTEMBER 2024

REVIEW: JULY 2025

Our Vision for Music in our School is:

At Canon Burrows, it is our intent to make music an exciting and enjoyable learning experience, full of awe and wonder. Our curriculum provides the children with modern and vibrant musical experiences, exploring a range of genres, styles and traditions as well as periods of music to build on the children's cultural capital whilst ensuring clear progression of skills, knowledge and vocabulary. We aim to build up the children's skills and knowledge in the interrelated dimensions of music through listening and appraising, creating, exploring and performing. We are committed to ensuring that our children become composers, improvisers and performers, either through singing or skilfully playing an instrument, either solo or as part of a group. We want to ensure that our children develop a love of music, are confident to take risks and use music as a way to express their feelings and uniqueness.





Area	What happens now?	Where are we now? <i>Emerging, Embedded or Exceeding?</i>	What would we like to see?
Music subject leader	<p>Mrs Jackson has been responsible for organising and monitoring the musical development of Canon Burrows since September 2022. She sings in a gospel choir and is learning to play the piano. She understands how important music is for expressing feelings and communicating. She has sought CPD and training as a new music lead from TMS and Charanga so that she can better support staff and children with their teaching and learning in music. In 2023-24, she sought out a mentor via Music Mark in order to further develop the EYFS music curriculum.</p> <p>The senior leadership team is responsible for the teaching of singing outside of the classroom.</p>	Embedded	<ul style="list-style-type: none"> • Deliver Charanga training on notation or music technology. • Carry out regular learning walks. • Survey staff about their confidence in teaching music and analyse the results.
Curriculum Music and Whole Class Ensemble Tuition (WCET)	<p>Reception to Year 6 receive one hour of music curriculum time each week. This takes the form of one Charanga unit or one whole-class ensemble tuition unit per term plus weekly half-hour singing lessons in key stages.</p> <p>Years 2, 3, 4, 5 and 6 receive one unit of whole-class ensemble tuition from TMS per year for the following instruments/technology: djembe drums, recorders, boom whackers and bamboo tamboo, ukulele and BandLab. Children learn to play an instrument, sing</p>	Embedded	<ul style="list-style-type: none"> • New Nursery planning embedded and EYFS progression of skills evident through music lessons as well as story times and enhancements to provision. • Song of the week to be introduced across school from Nursery to Year 6 in order for children to be exposed to a wide variety of classical, traditional and popular music from around the world. • Ensure singing lessons follow the structure suggested by TMS.



	<p>and perform as an ensemble whilst benefitting from the Whole School Scheme, which is progressive, engaging and challenging. It provides</p> <p>Assessments in music are made in conjunction with the TMS tutor and are supported by class teacher observations and video recordings. Assessment documents are completed throughout the year and analysed by the subject leader at the end of the academic year in order to identify gaps in curriculum coverage, subject knowledge or skills. The subject leader then acts upon these findings and reviews curriculum coverage and staff CPD.</p>		<ul style="list-style-type: none"> • Ensure class teachers are using the Plickers quizzes created for each music lesson in order to develop retrieval practice in music and improve children's retention of musical learning. • Ensure class teachers are making regular video recordings of children's performances, both to support their assessment and children's self-assessment in music.
<p>Resources and instruments</p>	<p>Each year group has a class set of tuned and untuned percussion instruments.</p> <p>We own a class set of glockenspiels to support the use of instruments during Charanga lessons.</p> <p>In addition, we own class sets of the instruments required for whole-class ensemble tuition, including djembe drums (several broken drums were replaced this year), boom whackers and bamboo tamboo. We own two class sets of recorders and ukuleles.</p> <p>We have a hand double drum, a set of African instruments, thirteen kazoos, nine keyboards, one large xylophone and thirty individual glockenspiel notes.</p>	<p>Embedded</p>	<ul style="list-style-type: none"> • Use instruments to enhance lessons other than music.



	Year 6 use the online resource BandLab in their music technology lessons.		
Instrumental and vocal lessons	<p>Currently, children do not engage with individual or small group instrumental or vocal lessons aside from music lessons and key stage singing lessons in school. Previously, children have received keyboard tuition at school and we have the instruments with which to support this.</p> <p>During a pupil voice survey in May 2024, 40% of children said they would like to learn an instrument at lunch time or after school and only 10% are currently learning to play an instrument.</p>	Emerging	<ul style="list-style-type: none"> • Find out which instruments children want to learn and liaise with TMS to arrange tuition. • Find out if any staff members are musicians and would be willing to deliver instrumental or vocal tuition. • Find out if children would like further tuition in the instruments they have learned to play at school and see if TMS are able to provide this after school. • Ensure funding is available for all children to benefit from musical instrument lessons.
Ensemble Opportunities	<p>Children have the following opportunities to play music together and perform with other musicians:</p> <ul style="list-style-type: none"> • Reception TMS project – Reception children develop their singing skills and rehearse and perform alongside 700 children from schools across Manchester as well as TMS musicians in a live re-enactment of 'Jack and the Beanstalk'. • Brass and Carols – Year 3 children develop their singing skills and rehearse and perform in a carol concert alongside children from other local schools and brass musicians from TMS and their affiliates. • Come and Play with the Hallé – Year 5 children develop their instrumental skills to perform at the 	Embedded	<ul style="list-style-type: none"> • Explore the possibility of creating other ensembles based on instruments the children are learning at school, e.g. a rock band for those learning the guitar or drums.



	<p>Bridgewater Hall on the ukulele alongside the Hallé Orchestra.</p> <ul style="list-style-type: none"> • Young Voices – Year 5 and 6 children develop their singing skills and rehearse and perform at an arena in Manchester alongside thousands of other children and famous musicians. 		
Choir and school singing	<p>Canon Burrows prides itself on being a school that loves to sing. Every collective worship time begins and ends with singing. Children receive weekly singing lessons in key stages where a mixture of worship and non-worship songs are taught alongside actions.</p> <p>Singing is an essential element of all music lessons, whether led by class teachers (Charanga) or TMS tutors.</p> <p>Children sing during other lessons when appropriate.</p> <p>Our choir numbers have fallen recently.</p>	Embedded	<ul style="list-style-type: none"> • Consider how singing can be used as a learning tool in a more intentional way. • Begin a KS1 choir led by members of the senior leadership team.
Performance opportunities	<p>Within music lessons, children perform to their teacher.</p> <p>EYFS children perform to their families in school during World Nursery Rhyme Week.</p> <p>Year 3 children perform to their families at a local church during the Brass and Carols concert.</p>	Embedded	<ul style="list-style-type: none"> • Consider how to increase the number of high-quality performance opportunities, for example: <ul style="list-style-type: none"> ○ Show and share assemblies in Spring 2/Summer 1 for those receiving instrumental teaching from Tameside Music Service or elsewhere. Speak to our TMS tutor about the best way to showcase children’s talents. ○ Regular small classroom performances, e.g. individual to individual, group to whole class. ○ Annual school music festival.



	<p>Year 5 children perform to their families at the Bridgewater Hall during Come and Play with the Hallé.</p> <p>Year 6 children perform to their school and families during their Leavers' Show.</p> <p>All children perform to their families at Christmas, either during the EYFS & KS1 Nativity or KS2 carol concert.</p> <p>All children perform a song to their school and families during their annual class assemblies.</p>		
<p>Musical events and opportunities</p>	<p>All children watch a Christmas pantomime biennially (EYFS at school and Years 1-6 at a local theatre).</p> <p>All children take part in a biennial Arts Week, during which musicians lead workshops based around the theme of the week.</p>	<p>Emerging</p>	<ul style="list-style-type: none"> • Arrange for children to experience high-quality musical performances regularly, either outside of school (such as at the Bridgewater Hall, Chethams School of Music or Band on the Wall) or in school (Hallé Orchestra or Manchester Camerata, Chethams School of Music students). Contact TMS to see which opportunities are currently available. • Contact local secondary schools or local amateur music groups to see if they would like opportunities to perform.
<p>Alternative Provision</p>	<p>Inclusive practice is embedded into our music curriculum in the following ways:</p> <ul style="list-style-type: none"> • Retrieval practice quizzes at the start of every Charanga lesson to support children's retention of musical knowledge. 	<p>Emerging</p>	<ul style="list-style-type: none"> • Consider how music making can be part of alternative provision for children who face challenges and barriers in their learning, relationships or social integration. For example, finding out more about TMS's Music Nurture



	<ul style="list-style-type: none"> • Adaptable Charanga lessons based on particular areas children are finding tricky. For example, focusing on particular aspects of the inter-related dimensions of music or letting children choose which instrument or part they play. • Charanga is a spiral scheme which revisits the following knowledge and skills in each lesson: <ul style="list-style-type: none"> ○ Listening and appraising ○ Inter-related dimensions of music – pulse, rhythm and pitch ○ Singing ○ Performing And the following knowledge and skills in each unit: <ul style="list-style-type: none"> ○ Instrumental skills ○ Improvising ○ Composing 		<p>Groups (Engage Groups), which create a safe space for music making for up to five children who face challenges engaging with mainstream school life.</p>
<p>Engagement with music hub (TMS)</p>	<p>Representatives from TMS have delivered staff CPD and workshops for children.</p> <p>The subject leader has attended the Creative Arts Teacher Network partly run by TMS.</p>	<p>Embedded</p>	<p>See above for further opportunities to engage with TMS, both in school and at their music centre in Dukinfield.</p>



[The Power of Music to Change Lives](#) – the National Plan for Music Education in England 2022-2030

[Music Mark's resource page](#) for the English National Plan for Music Education

[Building a musical culture in a primary school – the nuts and bolts for success](#)

<https://www.musicmark.org.uk/resources/ofsted-an-update-on-music-in-schools/>

Music Mark – The National Association for Music Education

www.musicmark.org.uk

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music

www.ism.org

BBC 10 Pieces – High quality resources for Primary and Secondary schools

www.bbc.co.uk/tenpieces

Sing Up – Vocal resources for your school (annual membership required)

www.singup.org

Charanga – Digital music teaching resource (annual membership required)

Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.

www.outoftheark.co.uk

TES Collection – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2

www.tes.com/articles/tes-collection-music-top-20