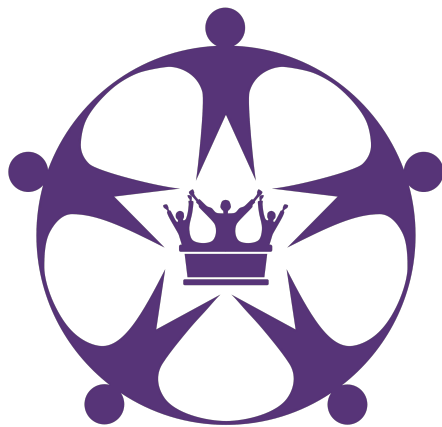




Music at Tyndale
Community School 25/26

Tyndale Music Vision



Music at Tyndale

At Tyndale Community School, our music offer is driven by three statements that summarise what we believe makes a great music education:

- For every child to experience a variety of high quality of music, recorded, live and experienced through music making
- For every child to have the opportunity to be moved by music and to achieve excellence
- For music to promote the school values and vision: promoting community spirit, links with the wider community as well as representing children and their cultural identities

The above statements drive all the decisions made about about what children will experience musically at Tyndale. We also meet the national curriculum objectives whilst doing so.

Subject Intent

Last Academic year, music lessons were taught by Mr Neve on an alternating termly basis, however this year, all year groups will have music lessons once a week every term.



Our Curriculum Approach

We deliver Music in discrete lessons, with links to our inquiry-driven projects where appropriate. During the school day a specialist teacher offer private lessons on site and Rock and pop club and choir will be run by our full time Music specialist teacher Mr Neve and Lydia Stone. We are fortunate to have a wide range of instruments in our school that are used in our whole class lessons, including handbells, glockenspiels, recorders, drum kits, ukuleles, guitars and keyboards. All our lessons and provision meet the national curriculum objectives for music and beyond.

Purpose of Music in School

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.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Subject Implementation



This Music policy outlines how music education is delivered and promoted at Tyndale Community School in accordance with the 2014 National Curriculum in England. This policy reflects the commitment of our school to provide high-quality music education to all students, fostering their love for music and developing their musical skills

Key Stage 1 (Years 1 and 2)

In Key Stage 1, pupils will:

- Learn to sing a variety of songs confidently.
- Play a range of tuned and untuned instruments.
- Explore basic elements of music through activities like body percussion and rhythm games.

Key Stage 2 (Years 3-6)

In Key Stage 2, pupils will:

- Build on their singing ability and participate in group singing - assemblies
- Learn to play instruments like recorders, xylophones, ukuleles, violins and african drums.
- Create and perform compositions individually and in groups.
- Listen to, analyze, and appreciate music from different cultures and time periods.

Staffing and Resources

- Our school will ensure that all staff delivering music are appropriately trained and supported.
- The school will provide access to a range of musical instruments, resources, and technology to enhance music lessons.
- External music specialists may be invited to provide workshops and performances to further enrich pupils' musical experiences.

Subject Implementation



Extra-Curricular Activities

- The school will offer a range of music-related extracurricular activities, such as choir, and music clubs.
- Opportunities for pupils to participate in concerts, shows, and music competitions will be provided to showcase their talents.
- External agencies will come in and teach music to small groups of children/individuals at a small cost.

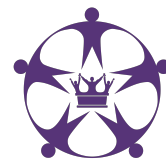
Inclusion and Diversity

- Music lessons will be accessible to all pupils, regardless of their musical background or ability.
- The school will celebrate diversity in music by exploring a variety of musical genres, cultures, and traditions.

Monitoring and Review

This Music policy will be reviewed and evaluated regularly to ensure it remains effective and relevant. Monitoring of music provision will be carried out to assess the impact on pupils' learning and development - SWOT analysis will be used and shown on an action plan.

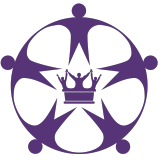
Subject Implementation



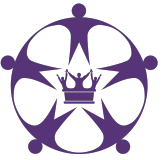
The following table shows how our music values as a school link to practical steps we take to ensure these values connect to day to day experiences for the children.

Vision statement	Linked Practical steps							
For every child to experience a variety of high quality of music, recorded, live and experienced through music making	- Using music of the day website to play a variety of genres of music during every assembly.	-Children explained explicitly the value of listening to music, routines and expectations imbedded for every assembly.	-Termly live performances in assembly (from class work, independent or external visits).	-Every curriculum topic provides an opportunity to 'make music'.	-Tyndale summer fete performances	-Tyndale talent show	-Opportunity to listen to music in lessons	-Music related school trips
For every child to have the opportunity to be moved by music and to achieve excellence	-Termly opportunities for high achieving students to perform in Friday assemblies.	-Opportunities for high achieving students to perform at external events.	-Regular high quality feedback is given during music lessons and in any additional practice sessions.	-Rock and pop club for KS2, KS2 Choir with Lydia	-Assessment used effectively to highlight where further support or challenge is needed	-Oxfordshire music services are well sign posted for parents and children	-Core skills of composing, performing and listening covered for every year group annually	
For music to promote the school values and vision: promoting community spirit, links with the wider community as well as representing children and their cultural identities.	- Singing of the Tyndale song during singing assemblies as well as songs that promote values of community, representing a variety of backgrounds and styles.	-Tyndale hosting internal events for members of the public/ parents.	-Tyndale students performing in community events/ having a presence in the local community.	-Music used during whole schools moments e.g. before Christmas hols, saying goodbye to staff member	-Set up music council for group of children from mixed year groups to share experiences of the Tyndale music program	-Staff given opportunities to share their musical abilities, share their own cultural music		

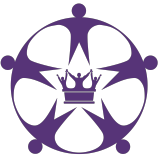
Subject Overview EYFS (24-25)

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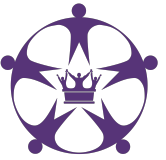
Subject Overview Year 1 (24-25)

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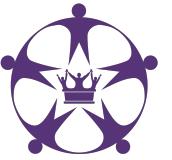
Subject Overview Year 2 (24-25)

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Subject Overview Year 3 (24-25)

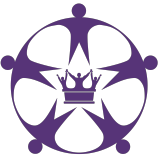
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Subject Overview Year 4 (24-25)

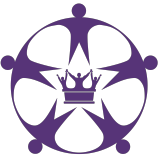


Last academic year, the Year 4s had whole class instrumental lessons the whole year from the Oxfordshire Music Service.

Subject Overview Year 5 (24-25)

[illegible]

Subject Overview Year 6 (24-25)

[illegible]

Subject Assessment Framework



Concept Strands	Y1:	Y2:	Y3:	Y4:	Y5:	Y6:
PLAY AND PERFORM	I can sing in time, in tune and with musical expression. As a group and as a soloist.	I can sing in 2 parts with a group with increasing expression and awareness of audience	I can perform musical pieces maintaining the melody and appropriate dynamics	Sing and perform in a range of contexts with accurate timing	Sing and perform in a range of contexts with increasing precision, confidence, fluency and expression	I can sing, perform and lead learned pieces and my own compositions with confidence, musical expression demonstrating musical technical skills.
	I can experiment playing tuned and untuned instruments by finding the pulse and repeating rhythms	I can experiment playing tuned and untuned instruments with varying dimensions (pitch/tempo/dynamics)	I can recognise a range of instruments and play with increasingly accurate technique	Use a range of instruments to perform increasingly challenging rhythms making use of developing aural memory	Demonstrate a development of aural memory by responding to music they listen to showing attention to detail	Demonstrate a development of aural memory by responding to music they listen to showing attention to detail
CREATE	I can listen and respond to different pieces of music, copy and repeat sections with increasing confidence	I can begin to compose simple pieces using tuned and untuned instruments	I can compose and perform simple pieces of music	Compose and perform pieces of music both through improvisation of a melody within a structure or recording their ideas on a basic staff	Improvise and compose with increasing confidence, varying pitch, rhythm, pulse and pitch	Begin to record simple compositions on a staff using learned notation
LISTEN AND ANALYSE	I can use and understand musical vocabulary to describe music in the following key areas: Rhythm, Harmony and Dynamics	I can use and understand musical vocabulary to describe music: texture, structure, rhythm	I can use and understand musical vocabulary: composer, composition, solo, ensemble, expression	Use musical language and vocabulary to accurately appraise a piece of music based on basic style indicators	Develop musical language to include an understanding of the history and context of music	I can use musical language to evaluate the way in which a piece of music has been structured
	I can recognise that music can be represented by graphical notation	I can recognise that music can be represented by graphical notation	I can develop an understanding of formal notation of crotchets and rests	Develop an increasing understanding of formal notation of minims and quavers	Develop an increasing understanding of formal notation including semi breves and a staff	Develop an increasing understanding of formal notation including different notes and clefs
HISTORY OF MUSIC	I can listen to a range of music from different eras	I can listen to a range of music from different eras	Listen and comment on a range of music from different eras	Compare pre electronic music compared with post electronic music	Listen to and compare the use and development of instruments across history	Listen, compare and name different musical periods throughout history

How we measure progress



Assessment

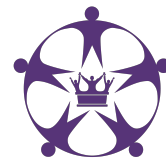
Assessment in music will:

- Be ongoing and formative, assessing pupils' progress in singing, playing instruments, composing, and listening.
- Support pupils in setting goals and targets for their musical development.
- Highlight areas for improvement and celebrate achievements in music.

Assessments are almost always at the end of the term and involve normally an opportunity for children to demonstrate their learning for that term with a perform

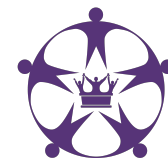
Visits and experiences

24-25



- KS1 choir had the opportunity to perform at a christmas service at Grace Church Cowley
- All Tyndale students sung at the end of the Christmas term together
- Several year 6 students got up to perform in front of their peers towards the end of the academic year
- Year 6 students performed in their end of year play and some students had solo vocal performances as well as some supporting the adults as instrumentalists in the pit band
- Every year group was given the opportunity to perform a class song at the Tyndale Summer fete as well as some extra performances from Year 6 students.
- A focus group was made with a select group of students from year 2 upwards to help contribute creative ideas for lyrics for the Tyndale song

Examples of Learning In KS1



Reception



Year 1



Year 2



Examples of Learning

In KS2

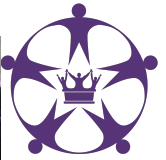
Year 3



Year 5



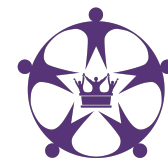
Year 4 children learning the violins



Year 6



Examples of Learning – Extra Curricular



Create Music guitar recital



Assembly performances



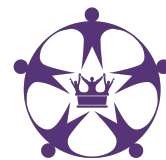
Examples of Learning – Extra Curricular



Summer Fete performances 2025



Pupil Voice (24/25)



What our children say about Music:

Number of Pupils: 30

Age Range: Between 7 and 11

In the pupil voice survey, children were asked what they enjoyed about music lessons, singing assemblies, opinions on any other music related activities, if there are any other music related activities they would like to see more of, general comments and an overall rating out of 10.

There were many comments that the appreciated how morning singing assembly helped them emotionally to set them up for the day as well as enjoying seeing Mr Neve playing the guitar regularly in assemblies. Children also commented that they enjoyed the opportunity to learn an instrument (in whole class lessons).

A frequent comment for what children would like to see more of is for them to have input into what songs are sung in singing assemblies as well as doing more music related trips. Both of these have been taken onboard and will be implemented next academic year.