

School: Radford Academy Trust/LA: LEAD Academy Trust/ Nottingham City Local Music Hub: Nottingham Music Hub Music Lead: Chloe James and Nicola Waring Headteacher: Stephen Ross	
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The Vision (intent)	At Radford Academy, KS1 teachers plan and deliver Music lessons that meet the aims of the EYFS framework and the National Curriculum. Music is integral and embedded at Radford Academy; with music being an enjoyable experience for both children and teachers alike. We aspire for Music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. Discrete, weekly music lessons (in KS1) give frequent opportunities for children to listen, learn, improvise, compose, perform and appraise. Equally, in KS2, children are taught to play instruments by teachers from the Nottingham Music Hub. We want children to feel confident, reflective and expressive, developing their own appreciation of music. As part of daily routines, such as coming into assemblies, children are exposed to different genres of music, from different cultures and different eras. Our key aim is to develop children's 'musicality' so that they can freely and confidently express themselves in Music. In order to do this, we aim to make more music, think more musically and subsequently become more musical. We intend to deliver a curriculum which links to the three development pillars: Constructive (understanding musical elements), technical (producing sound vocally, musically and using music technology) and Expressive (having the freedom to be imaginative) whilst providing as many additional music experiences as possible (see Implementation). Our intention is that the broad exposure to music supports children to develop a love of music as well as supporting children's social and emotional development.
The Objective (impact)	The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances and through participating in extracurricular activities with their children. Participation in music develops wellbeing, promotes listening and develops concentration. The opportunities at Radford Academy support children to be confident to explore their creativity through music and singing; some children may aspire to be musicians, singers and performers. The integral nature of music provides an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can analyse music and develop their abilities to express their opinions on music preferences.
Key components	List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school: • Music Curriculum – based on Charanga

	• Charanga • Whole Class Instrumental Teaching (KS1) • Music Membership – Nottingham Music Hub/Rocksteady • Visiting Music Teachers – Guitar and Clarinets • Engagement with Nottingham Music Hub • Links with other external organisations • Pupil Premium student engagement • CPD • Evaluation • Whole School Singing Assemblies • Performance Opportunities • Equity, Diversity and Inclusion (EDI) across all aspects of the curriculum
Whole class instrumental teaching	Music is taught as a discrete, weekly subject across the school, using the Charanga Model Music Curriculum (MMC) as the core resource for delivery. Through this approach, children explore a wide range of musical styles and genres from different cultures, time periods, and traditions. They engage with music through active listening, performing, and composing—developing a deeper understanding of musical elements, context, and structure. Throughout each unit of work, children are encouraged to use and develop their singing voices, body percussion, and whole-body actions. They learn how to play instruments such as the glockenspiel, progressing from chime bars in Key Stage 1 to both bars of the glockenspiel in Key Stage 2. The musical pieces introduced are carefully sequenced to build on pupils' skills and confidence, including the ability to read and perform increasingly complex notation. In Year 3, children will be taught by the class teacher using Charanga how to play the recorder. Introducing them to a new wind instrument and basic notation. In Year 4, a visiting music specialist leads a dedicated unit on brass instruments, with a particular focus on clarinet tuition. This provides children with a valuable opportunity to learn a new instrument in a focused and supportive setting. Across Key Stage 1 and Key Stage 2, music is taught by skilled teachers who follow a bespoke, well-structured Charanga curriculum. The school has invested in a full range of musical instruments to ensure every child has access to their own during lessons. Additionally, children can learn different instruments through an external provider, Rocksteady. All music lessons are fully inclusive. Teachers adapt and differentiate activities to ensure all children can participate meaningfully. For those with cognitive needs, simplified notation and accessible resources allow every child to take part in performing the same musical pieces as their peers.
Implementation of key components	Music is taught weekly as a discrete subject. Additional opportunities occur at key points of the year for all year groups as well as musical opportunities from external experts. Teachers assess music using MMC expected standards. Teachers assess against the following criteria: singing, playing and performing, listening and musicianship and improvising and composing. Year groups R to 6 take part in a weekly singing assembly. The songs planned for the year are based on music. These allow children to be exposed to a variety of songs including singing in unison, singing in parts and singing at different tempos/dynamics. There is an expectation that Key Stage 1 learn and are able to sing the chorus in

	unison whereas it is expected Key Stage 2 learn and sing the whole song in unison. To enable our children to develop confidence when performing, at the end of each unit children have the opportunity to perform to the school and parents/carers (Autumn and Summer Term). In addition to this, our children have the opportunity to take part in Young Voices, Area Band and RockSteady workshops.
Evaluation process for the success of the music development plan	Every term the Music Lead and Headteacher will meet to discuss and review the implementation and impact of the Music Development Plan. Based on this review, effective next steps will be identified and action by the Music Lead at the 'Subject Spotlight' CPD session for all teachers.
Laise with other schools	This year, our music lead has actively engaged with other schools through training courses, sharing best practice and strengthening subject knowledge.
Budget materials and staffing	Leaders are committed to ensure an amount of the school's budget is allocated to ensure the following provision:- • Nottingham Music Hub tuition • WCIT teaching • Subside an amount towards PP/SEN children accessing music tuition • Enrichment Activities such as workshops and hosting live music in school • After school enrichment clubs accessible to all • Instruments and resources • Subscriptions and licenses • PPA time • Cover to allow music lead to attend CPD such as SCPs
Pupil premium and send provision	The school is committed to subsidising a set amount towards music tuition for those pupils who are disadvantaged. This ensures that they are accessible to all pupils. The school supports additional music funding through activities such as fundraising. The money raised is put towards further opportunities for children to watch or perform live music, for example Young Voices. There is a culture within the school that all children, including disadvantaged and SEND pupils, access all music sessions. For those with severe needs this can take place through direct TA support or adaptations within the music sessions. This is done sensitivity to ensure they are part of the ensemble. Teachers support those children with high needs to access the performing part of the curriculum by adapting the instruments they use. An example of this is in Key Stage 2, pupils may use a chime bar or percussion instrument. Examples of reasonable adjustments made for SEND pupils: • Pre-teaching vocabulary such as the dimensions of music • Providing ear-defenders when a child is sensitive to volume • Differentiating the expectations of sheet music, eg. Using shapes instead of notations • Offering alternative beaters to support fine motor skills • Offering a range of musical instruments, including percussion to allow each child to have a musical role. Barriers
Targets for the next academic year	• Further raise the profile of private tutoring to ensure more engagement from all pupils, in particular those from disadvantaged backgrounds.

- Embed the 'Singing Spines' for each class, ensuring songs are used regularly across the school day to build confidence, pitch accuracy, and musical memory.
- Implement an effective assessment strategy to track progression in musical knowledge and skills, ensuring teachers can identify next steps and provide appropriate support and challenge for all learners.
- Develop further enrichment opportunities for children to explore their musical talents and interests, and to reflect on their exposure to a broad range of musical experiences.
- Develop further enrichment opportunities for children to reflect on their exposure to music.







for Dedication & Improvement
in music education

By accepting the Music Mark of Recognition, this school pledges to:

- Advocate for the importance of music education in the curriculum and creative life of our school
- Provide an equitable, diverse and inclusive music education for every young person
- Welcome opportunities to broaden our musical horizons by working with providers in our community and beyond

Supported by





Jennifer McKie
CEO, Music Mark



