

Ripponden J&I School



Music Policy October 2025

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February 2025

INTENT

‘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.’ Department of Education, National Curriculum

At Ripponden J & I School we believe that Music is a universal language that embodies one of the highest forms of creativity.

Aims

We aim to ensure that all pupils receive high quality teaching in the subject of music. We aim to motivate and inspire all pupils to fulfil their potential, including those who show strong musical ability and talent on an instrument or voice. We aim to develop strong listening skills which can be then used across the wider curriculum.

Through their music learning, we aim to increase the child’s self-confidence, ability to work cooperatively as part of a team and to give them a sense of achievement. We value music as a form of confidence building, expression, as a social subject and for enjoyment.

It is also a way of artistically promoting our school and helps to include our wider school family. We aim to extend our musical performances within the local community and encourage children to take up opportunities to link with other musicians.

First and foremost, we aim to develop a love of music both in respect to its appreciation and its creation.

National Curriculum

Music is a foundation subject in the National Curriculum and the Music curriculum at Ripponden is in line with the 2014 Primary National Curriculum in England including requirements for KS1, KS2 and the EYFS Framework.

Coverage

Music teaching at Ripponden has been mapped across the school to cover the National Curriculum for Music in full ensuring that all statutory requirements are met. Music is taught by class teachers or HLTAs with the exception of year 4 who are taught to play the ukulele by a peripatetic teacher. Children from years 1 to 6 are taught to play the glockenspiel.

IMPLEMENTATION

Frequency

Music should be taught for one lesson every week.

Scheme of work

We use the Charanga Creative Music scheme of work. Each unit of work has structured progression with lesson sequences that support the development of listening skills, vocal and instrumental technique, improvisation, and composition, enabling clear tracking of children’s progress over time. Lessons incorporate a variety of musical experiences and opportunities, including singing, movement, story-based performance, and ensemble work, while supporting cross-curricular learning, motivating children, and fostering their love of music. Musical skills build

over time previous knowledge revisited and deepened across year groups. Each unit is deliberately placed to reinforce and extend key musical concepts. Unlike conventional schemes, industry-leading digital tools are built into every lesson to amplify every child's creative voice, from year 1 through to year 6.

Additionally pupils become increasingly confident in reading musical notation and use this whilst developing a competence on a the glockenspiel. Our peripatetic teachers also provides tuition for piano and either 1- 1 or in small groups

Performance is at the heart of musical teaching and learning at Ripponden and each unit of work culminates in a performance which is recorded for assessment purposes. All pupils also participate in a Christmas performance where pupils who are confident are encouraged to engage in solo performances. Children also have many other opportunities to pursue their love of music through extra-curricular clubs including choir, recorders and glockenspiels. These activities provide the chance to perform to wider audiences such as Young Voices and Ripponden School Musical Soiree.

Planning expectations

Long term, medium term and lesson plans can be downloaded from Charanga. In the case of year 4, the peripatetic teacher will provide half termly medium term plans. Performance should be a feature of every unit. There are no other planning requirements.

Inclusion

We teach music to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties, and our work in music takes into account the targets set for individual children in their Learning and Development Plans (LDPs).

Children cannot progress unless differentiation is employed throughout their learning. Differentiated activities give the children opportunity to progress at their own rate and to build on previous knowledge as they progress through the units and the Key Stages. End of Key Stage Expectations will assess their progression along with evidence of recordings. Differentiation means teaching children differently, according to their needs, capabilities and learning styles to allow them to reach their potential. Every child should be engaged and challenged therefore teaching strategies must accommodate differing needs and abilities. Effective use of differentiation achieves pace and variety in a music lesson.

Ways to differentiate:

- by classroom organisation and grouping. Mixed ability groupings with a combination of personalities allows for an engaging learning environment. Sometimes group according to ability but aim to challenge every child.
- by working together as a way of helping pupils to self-assess, peer learn and peer support.
- by outcome as a way of usefully assessing how confidently and competently children realise the potential of the given musical building blocks.
- by questioning in order to gauge children's musical understanding, ie open-ended questioning and using the outcomes to guide formative assessment.

Additional music teaching

Children are offered the opportunity to study a variety of musical instruments with peripatetic teachers. Parents who want their children to participate in the scheme are required to purchase or

hire the instrument and pay music lesson fees. They must also support the child by providing practice time and care for the musical instrument. These lessons are normally taught to individuals or small groups of children who have chosen to learn piano or guitar. This is in addition to the normal music teaching of the school.

Rocksteady

Parents can subscribe their children to the Rocksteady service. This enables the children to be part of a band and learn to play drums, electric guitar, base guitar, keyboards or provide vocals. Rocksteady bands perform for the school and parents every term.

Parental involvement

Music is a wonderful way to connect with parents and there are many opportunities for children to perform for their parents. Such as:-

- Christmas nativity (KS1 & EYFS) and Church Carol Service (KS2)
- Annual Musical Soiree
- Young Voices
- Rocksteady performances
- Celebration assemblies

The role of the subject leader

The music subject leader, supported by the Head Teacher, is responsible for monitoring the standard of children's work and for the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music through CPD, professional development and training in the use of resources. In addition to this knowing the standards across EYFS, KS1 and KS2 as well as being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

Learning beyond the classroom

There are many opportunities to participate in music in the wider environment such as events like Young Voices and collaborative work with other schools and music hubs. There should always be an up to date display celebrating musical opportunities and achievements within school.

EYFS

Charanga provides a full scheme of work to deliver the requirement of the EYFS Framework through the creative music scheme. This half termly focus-based approach supports teachers in engaging all young children with music. It includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focussed around nursery rhymes and action songs. There are also continuous and enhanced provision ideas to support learning outside the music curriculum class time.

IMPACT

Assessment

In music, assessment should be part of the process by making recordings for evidence and talking to the children about their progress. Our Charanga scheme of work features suggested questions and assessment approaches that help to monitor learning, provide feedback, and celebrate children's progress. Each unit has two learning outcomes for the children.

At the end of Key stage 1 Children at Ripponden will be able to:

- ☐ use their voices expressively and creatively by singing songs and speaking chants and

rhymes

- ☐ play tuned and untuned instruments musically
- ☐ listen with concentration and understanding to a range of high-quality live and recorded music
- ☐ experiment with, create, select and combine sounds using the inter-related dimensions of music.

At the end of Key stage 2 Children at Ripponden will be able to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Music Technology

The new Charanga scheme features industry leading digital tools which are built into every lesson to allow children more creativity when composing and using musical notation.

Marking and feedback

Children require feedback in order to progress. This should consist of ongoing individual, group and whole class verbal feedback.

Key questions and sticky knowledge

Key questions will be compiled for each half-termly unit which prioritise a selection of learning outcomes from the unit. These will be used by the children, teachers and subject lead to assess current and previous learning.

Monitoring

The Music subject lead is provided with release time to monitor implementation of the policy. This should include pupil voice and assessment of sticky knowledge identified in key questions.

Knowing and Remembering More

Teachers need to be aware of the progression of each area of music and how and when it has been taught before. Charanga provide documents that detail the progression across year groups and the vocabulary that should be used. This prior knowledge should be recalled before beginning the new content. Teachers should make time to revisit previous music topics through flashback work at the beginning of each lesson. Whole school Key questions will be used to assist in this task.

Review and Evaluation

Date of Ratification:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER)
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Review date:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) Sarah Fox (CHAIR OF GOVERNORS)