

Ripponden J&I School



Draft Music Policy

Ripponden J & I School
Music Policy
December 2021

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 deliver the requirements of the National Curriculum through half termly units, ensuring consistency and progression throughout the school. Each half term a different genre of music is investigated and progression on the theory of music develops across all year groups. Music is taught by class teachers with the exception of year 3 who are taught to play the ukulele by a peripatetic teacher. Children from years 2 to 6 are taught to play the glockenspiel and recorder.

IMPLEMENTATION

Frequency

Music should be taught for one lesson every week.

Scheme of work

We use the Charanga Model Music scheme of work. Each unit of work has an on-going musical learning focus and a unit specific focus to enable previous musical skills to be embedded. Music lessons usually follow a specific learning sequence:

- Musicianship options
- Listening
- Singing
- Playing
- Performing

Additionally pupils become increasingly confident in reading musical notation and use this whilst developing a competence on a range of instruments:

- Years 2 and 3 – Glockenspiel
- Year 4 – Ukulele
- Years 5 and 6 – Recorder
- Our peripatetic teachers also provides tuition for piano, guitar, cello, violin and ukulele 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 and medium term plans have been provided by the Music Leader. Lesson plans can be downloaded from Charanga. In the case of year 4, the peripatetic teacher will provide half termly medium term plans. 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 one of a variety of instruments, such as piano, guitar, flute, ukulele, violin or cello. This is in addition to the normal music teaching of the school, and usually takes place during lunch and break times.

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
- 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 advertising musical opportunities and celebrating musical achievement within school.

EYFS

Charanga provides a full scheme of work to deliver the requirement of the EYFS Framework. This half termly (6-step) 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. Each Unit of Work is supported by weekly lesson plans and assessment and has a cross curricular/topic-based

focus and a musical focus that will allow the teachers to engage the children in activities related to the developmental events taking place in their changing lives. The Units of Work in Terms 1 and 2 are more flexible allowing for child-led activities based around the focus for learning. In Term 3, Big Bear Funk transitions from being focus based to preparing for Year 1. The final Unit for the year Reflect, Rewind and Replay consolidates the year's learning.

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 end of key stage assessment documents as well as an end of unit checklist called Expected Musical Learning in each unit.

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:

- sing and play musically with increasing confidence and control
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

Marking and feedback

Children require feedback in order to progress. This should consist of ongoing individual, group and whole class verbal feedback. In addition to this an annual report will be produced for parents containing a statement for music based on the extent to which a pupil has achieved against National Curriculum Attainment Targets.

Review and Evaluation

Date of Ratification:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) Steve Fisher (CHAIR OF GOVERNORS)
Review date:		Signed: Mrs Lorraine Bamforth (HEAD TEACHER) Stee Fisher (CHAIR OF GOVERNORS)