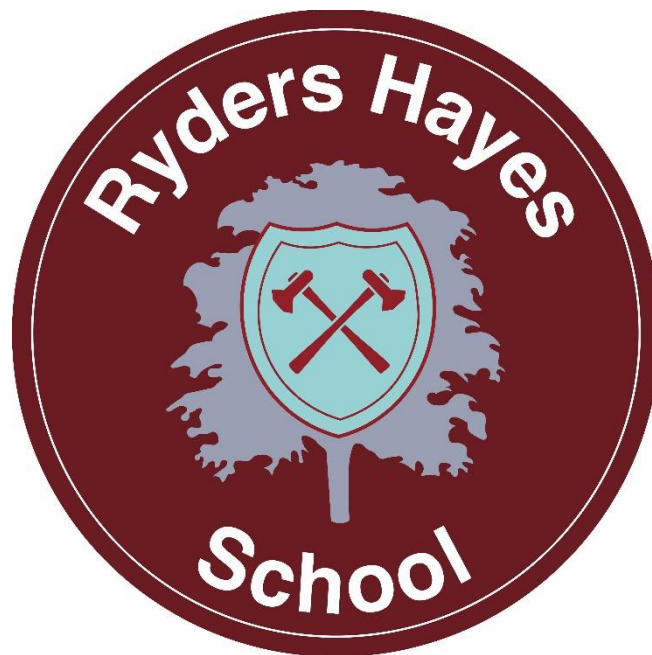


Ryders Hayes School

A Primary Learning Academy



Music Guidance

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Noreen Perks
Music Leader

"Do the right thing to be the best you can be"... 

1. INTRODUCTION

1.1 The School seeks to promote behaviour based on mutual respect between all members of the School community. Ryders Hayes aims to:

....nurture and facilitate the growth of our pupils and their learning; equipping them with the skills and attributes to embrace the challenges of a rapidly changing world. To enjoy success for today and be prepared for tomorrow, by instilling the values of: enquiry; adaptability; resilience; morality; effective communication; thoughtfulness; collaboration; respect; international /open mindedness and a growth mind-set.

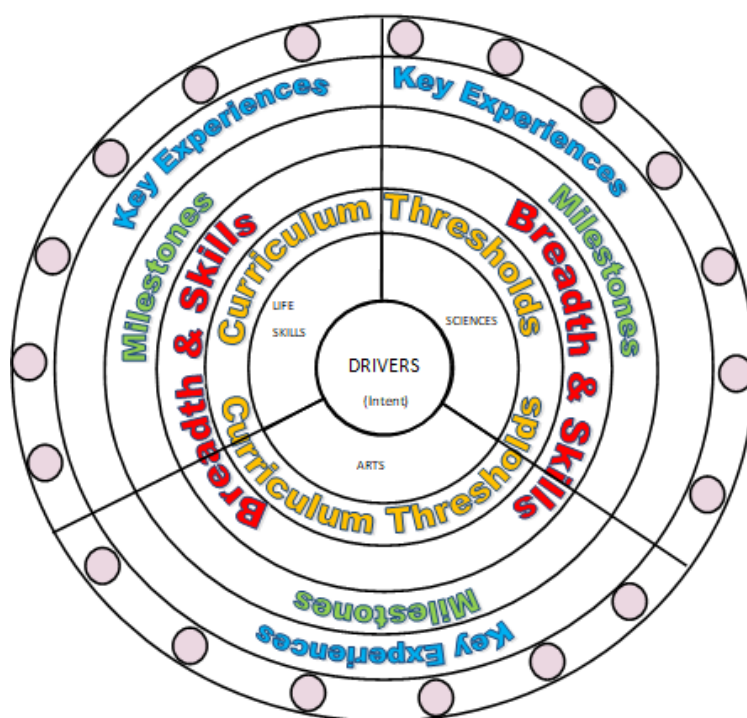
1.2 This policy outlines the learning, teaching, organisation and management of Music at Ryders Hayes School.

1.3 The implementation of this policy is the responsibility of Louise Schwartz with the support of all teaching staff. The responsibility for monitoring and review rests with the Music Leader – Noreen Perks

1.4 The bespoke curriculum has been designed using a Kodaly inspired method of teaching. The 3P approach of prepare, present and practice underpins all aspects of learning in music. The use of knowledge mats enhances children's musical knowledge and vocabulary.

2. Our Intent

2.1 Ryders Hayes Curriculum Model



2.2 At Ryders Hayes each subject holds threshold concepts; the key disciplinary mastery aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in a variety of experiences.

2.3 The threshold concepts in Music are:

- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure

2.4 The threshold concepts are divided into three milestones. We expect pupils in Year 1 of the milestone to develop a secure understanding of the concepts and a deeper understanding in Year 2 of the milestone. Phase one (Yr1, Yr3, Yr5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application.

Learning at this stage must not be rushed and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all the core knowledge is acquired quickly, teachers create extended knowledge.

2.5 The curriculum at Ryders Hayes has three drivers chosen specifically to permeate the curriculum to meet the needs of our children and their local context.

2.6 The Curriculum Drivers for Ryders Hayes School are to:

- Explore possibilities
- Create independence
- Build resilience

2.7 Through our teaching of Music, we intend to:

- Stimulate pupils' enthusiasm, engage and inspire them to develop a love of Music and so increase their self-confidence, creativity and sense of achievement.

- Increase their knowledge and understanding of the different communities and cultures within Ryders Hayes, Pelsall, Walsall, Britain and the world around them - and how these relate to each other and promote British Values.
- Increase pupils' knowledge and understanding in order for them to develop a critical engagement with music.
- Allow pupils to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.
- Develop pupils' competence in specific musical skills (such as learning to sing and being able to use their voices, to create and compose music, to improvise and to develop skills on a range of musical instruments, including the opportunity to learn the ukulele in Y4, a brass or woodwind instrument in Y5, a variety of authentic world music instruments in Y6 and the use of ICT in music).
- Foster a sense of responsibility and respect for our school resources.

2.8 Through Music we can also:

- Improve pupils' skills in English, Maths and ICT
- Develop pupils' thinking and creative skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens who perform regularly within the local community (as part of the choir, band, ukulele group or in whole school activities such as Harvest and Carol Services)
- Promote awareness of Music related careers

2.9 Entitlement and Equal Opportunities

We are committed to providing a teaching environment conducive to learning.

All pupils are entitled to access the Music curriculum at a level appropriate to their needs arising from race, gender, ability or disability, religion, social background and culture. Extra-curricular music making is open to all. Pupil premium pupils have free access to instrumental lessons and can borrow an instrument from school free of charge. We work to ensure that each child

- Achieves the best possible academic and performing standards in Music regardless of starting point or ability
- Experiences and explores music making in a real-life context
- Understands how they have the opportunity to progress to the next level of musical excellence.
- Develops an awareness of other music from other cultures and, in doing so, achieves respect, tolerance and understanding of what it means to be a positive citizen in a multicultural country embedding the fundamental British values.

2.10 Organisation of Music within the Curriculum

Music is linked to all subjects including History, RE and Science, Me and My World, ICT, Maths and English through the use of cross curricular writing and listening, composing and performing.

Additionally, Music is part of the Arts Focus for learning. This enables Geography, History, English, RE, Languages, Art and Music to work together sharing best practice, modelling and supporting excellence and holding each other to account for our Subject Lead responsibilities.

3. Our Implementation

3.1 We have developed and reviewed the national scheme of guidelines for music as the basis for our curriculum planning. Additionally Years 4 & 6 pupils have the opportunity to gain the nationally recognised Arts Award at Discover and Explore Level. Pupils have the opportunity to take external examinations as part of their instrumental learning (either ABRSM or Trinity) We review our long-term plan on an annual basis.

3.2 Supporting our Curriculum Drivers, we have our knowledge categories which provide the key knowledge within subjects and help us to grow our cultural capital; making links where appropriate to our children and their learning.

3.3 The Knowledge Categories for Ryders Hayes School are:

- Location
- Settlement
- Culture and pastimes
- Significant events
- Food and farming
- Number
- Self-expression
- Career related
- Beliefs
- Innovation
- Language and oracy
- Peace and war

Music is taught through some of these plus the interrelated dimensions of music: pitch, dynamics, duration, tempo, texture, timbre and structure

3.4 Within each year group key concepts are taught at stages throughout the school year. These again focus on the need, and importance, of repetition in our curriculum.

3.5 Teaching and Learning in Music will be in line with the school's *Behaviours for Learning Policy*, where provision is made for all learning styles.

The Music curriculum at Ryders Hayes School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the National Curriculum, as well as well-planned repetition to ensure a secure foundation of Musical knowledge and skills.

3.6 As an integral part of the teaching and learning of Music children will be given the opportunity to listen to and participate in high quality performances both at school and at other venues such as Lichfield Cathedral and Walsall Arena (Music Hub).

3.7 We are very proud of our extensive calendar of events, including a weekly music assembly, which help children learn performance skills and to respect the school and wider community.

3.8 We hold a yearly Arts Focus Day which is an integral part of our Music teaching which contributes to our development of global citizens. Each year group is delegated a specific focus relating to the Arts where Geography, History, English, RE, Languages, Art and Music come together to provide experience for our learners.

3.9 We display and share the characteristics of a Musician, as well as investigating career opportunities, with children at every available opportunity.



3.10 Key Experiences:

Curriculum Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Preparation Stage: All elements of Music, covering all EYFS Characteristics of Learning					
Year 1	Feel the Rhythm, Feel the Beat <i>How is music different in other countries?</i>	Higher and Higher <i>How is music different in other countries?</i>	Control that Sound <i>What makes Glen Miller such a good jazz musician?</i>	Layer Cake <i>What makes Glen Miller such a good jazz musician?</i>	Stay in Order <i>How can I organise music and sound?</i>	Sounds Right! <i>How can I organise music and sound?</i>
Year 2	Feel the Rhythm, Feel the Beat <i>What connection has classical music got to me today?</i>	Higher and Higher <i>What connection has classical music got to me today?</i>	Control that Sound <i>Can I 'spot the difference' in music?</i>	Layer Cake <i>Can I 'spot the difference' in music?</i>	Stay in Order <i>How can I use music to tell a story?</i>	Sounds Right! <i>How can I use music to tell a story?</i>
Year 3	Feel the Rhythm, Feel the Beat <i>How can I prepare for instrumental learning?</i>	Higher and Higher <i>How can I prepare for instrumental learning?</i>	Control that Sound <i>What can I perform on my pBuzz?</i>	Layer Cake <i>What can I perform on my pBuzz?</i>	Stay in Order <i>What makes a great composer?</i>	Sounds Right! <i>What makes a great composer?</i>
Year 4	Whole Class Ukulele					
Year 5	Whole Class Instrumental (Brass and Woodwind)					
Year 6	World Music					

Ryders Hayes Music curriculum is a bespoke model to cater for the needs of the children and key experiences have been carefully selected to ensure that they allow children to explore/create/ build: possibilities, resilience and independence. The key experiences include:

3.11 The role of the Music Leader is to:

- Teach the subject content from Reception-Year 6 and continually develop the planning, delivery and assessment of music.
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching through reflective practice.
- Develop assessment and record keeping ensuring progression and continuity

- Communicate findings, ideas and resources and have an open-door policy for suggestion and questions
- Design the Medium Term Plans for use and annotate for weekly lessons

4. Impact

4.1 The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality. Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children.

4.2 Opportunities for assessing the impact will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within Music.

4.3 Methods of assessment will vary as appropriate to the learning. Videos and photographs of learning in lessons will be logged on Seesaw to show the musical learning of all classes across the school each week.

4.4 In Music the use of technology is also used to record and gain evidence of children's knowledge and skills. Children will be set small tasks in order to demonstrate the knowledge and skills they have learnt during their learning journey and as part of the end of Milestones. These tasks will be completed throughout the year to monitor and evidence progression and attainment. Pupil voice will be used to assess the progress in understanding and applying skills needed to become a Musician.

Resources

4.5 Music resources are stored in the designated area (Arts Centre). Children will have the opportunity to use the following resources: general classroom percussion instruments, chime bars, glockenspiels, boom whackers, ukuleles, P-Buzz, woodwind and brass instruments, authentic djembe and samba instruments.

4.6 If new or additional resources are required this is the responsibility of the Music Leader to source as well as replenish necessary resources.

Health and Safety

4.7 This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out Musical activities. Wind and brass instruments are to be kept clean, and where shared will be cleaned at the end of each session in warm soapy water and periodically cleaned with Milton fluid.

Monitoring and Evaluation

4.8 The teaching and learning of Music will be monitored through the analysis of medium-term planning, pupil voice interviews, analysis of assessment data, completion and recording of performance tasks to assess skills and knowledge and learning walks, in line with the School Development Plan.

4.9 The Music leader will evaluate progress that has been made and the impact of the curriculum to ensure all pupils have been taught the knowledge and skills they need to deepen their understanding.

4.10 The school will review this policy annually and assess its implementation and effectiveness.