

John Ruskin Primary School and Language Classes

# Music Policy

Co-ordinators: Denise Spair and Diane Whelan

Last review: 2016

Next review: 2019



**“Be Responsible, be fair, stay positive and care”**

## **John Ruskin Primary School and Language Classes Music Policy**

### **VALUE STATEMENT**

We value music education because it is a unique form of communication and expression. Through exposure to music we aim to develop aesthetic sensitivity and creative ability in all pupils.

At John Ruskin School we seek to engage and inspire pupils to develop a love of music, to increase their self-confidence, creativity and sense of achievement.

Music is a valuable subject which offers children of all abilities and backgrounds the opportunity to make music with others and the chance to 'shine' which may not always be the case in their other subjects.

These experiences include developing awareness of different cultures and traditions through their music; broaden understanding of a wide variety of musical styles and offering children the opportunity to experience personal satisfaction through making music alone and with others.

It should also help them to understand and appreciate their musical heritage and introduce them to the understanding and enjoyment of new or unfamiliar music through an active involvement in listening, appraising, composing and performing.

### **AIMS**

At John Ruskin School we aim to provide:

- A worthwhile and enjoyable musical experience through active listening and participation
- Access to instrumental learning opportunities
- Opportunities to develop musical knowledge, concepts, skills and evoke a creative response to music through experiencing and experimenting with sound through eg listening, appraising, performance, singing and composing
- The opportunity for children to use appropriate (music) technology
- Children with the chance to experience the expressiveness of music
- Opportunities that encourage a sensitive response
- Opportunities to become aware of musical traditions and cultural similarities and differences
- Musical opportunities that encourage children to develop awareness, appreciation, understanding and enjoyment of music and that involve a sensitive response to the medium of sound.
- Awareness that music can support the development of certain social skills such as sharing, participation, co-operation, self-esteem, self-image and decision making

## **MUSIC AND THE NATIONAL CURRICULUM**

The National Curriculum for music aims to ensure that all pupils:

1. 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
2. Sing and use their voices
3. create and compose music on their own and with others
4. have the opportunity to learn a musical instrument
5. use technology appropriately
6. Understand and explore how music is created, produced and communicated including through the inter-related dimensions (musical elements: pitch – high/low sounds, duration/rhythm, dynamics - volume of sound, tempo – speed, timbre – sound qualities of the instruments, texture – the number of sounds being played, structure – how music is organised or planned and musical notations – traditional, graphic, invented etc)

## **MUSIC SUBJECT CONTENT GUIDANCE**

### Keystage 1

Pupils should be taught to:

- Use their voices expressively through singing songs, speaking chants, 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

### Keystage 2

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

Pupils should be taught to:

- Use their voices
- Play and perform in solo and ensemble (group) contexts
- Play musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory

- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- 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

### **TEACHING & LEARNING AND GENERAL ORGANISATION**

The school uses a music scheme based on topics chosen by the school. Early Learning Goals and the National Curriculum Programme of study have been taken into account.

Teachers can supplement this scheme with eg Music Express, LCP Music, Singup or any other musical material the school might have.

Wherever possible Music is linked to other areas of the curriculum. In KS1 and KS2 music is taught every second week in the music room with the music teacher. Nursery, Reception and Language Unit groups are taught every week.

There are upper and lower school singing assemblies that take place at least once every half term.

The children learn and practise singing songs. These are often linked with for example the current season or time of year where possible.

All classes are encouraged to take part in informal singing sessions using Singup and the class teachers' experience, ideas and activities.

We aim to encourage a wide range of teaching styles, including whole-class instruction, individual development and group work. Tasks are differentiated both by outcome and design, and group structures may vary ie ability, friendship etc.

### **SEND, DIFFERENTIATION, EQUAL OPPORTUNITIES**

Music is broad and 'open-ended', providing opportunities to solve problems, to work independently and as a group. All children should have the opportunity to participate fully in classroom music lessons and activities. Most musical activities work well as class lessons and are appropriate for all children of any ability. Where appropriate, musical material/resources may be adapted where appropriate to meet the needs of the learners. Work will have a range of entry points so that all pupils can participate according to their skill level.

## **INSTRUMENTAL MUSIC**

There are instrumental teachers for Guitar and Djembe/African Drumming. Recorder and Piano lessons are offered by the music teacher.

These lessons take place in and out of school time for small groups of children.

## **MULTICULTURAL THEMES**

John Ruskin School reflects the richness and diversity of today's multicultural society through a broad representation of nationality and culture. Throughout the music scheme we include a global dimension by encouraging the use of instruments and lesson ideas drawn from music from around the world.

## **RESOURCES**

There is a fairly wide selection of tuned and untuned instruments.

Larger and more varied musical instruments are kept in the music room. Instruments include for example metallophones, chime bars, drums, keyboard and guitars.

Children should be taught from an early age how to use and care for all these instruments and also to check each instrument before returning it to its storage area.

The music teacher/co-ordinator needs to be kept informed of any problems so that instruments can be replaced or repaired.

## **ASSESSMENT AND RECORD KEEPING**

Assessment in Music happens all the time ie: every time you notice something a child is doing in music is assessment.

A musical profile is built up gradually throughout the key stage. A series of 'snapshots' are compiled over the years and a general picture of musical development is created.

The music co-ordinator, music teacher, class teacher and instrumental staff will contribute to the assessment of the children's progress in music.

Appropriate records of assessment will be kept.

Assessment is an on-going process brought about by:

- Observation of children working.
- Discussion with children before and after working.
- Looking and listening to children's musical work (live and /or recorded).
- Class work is stored in folders in the music room

## **THE MUSIC CO-ORDINATOR**

- The music co-ordinator will have ultimate responsibility for the Music Development Plan and Music Policy
- Represents the musician's needs/views etc at appropriate meetings and provide feedback
- Provides advice and assistance to all staff when requested
- Organises classroom (box) resources to support in-class music work
- Co-ordinates the purchasing and costings of eg instrumental repair
- Monitors instrumental provision throughout the school
- Conducts observation of teaching and learning during music lessons
- Reviews planning of music throughout the school
- Provides INSET to discuss musical issues and where appropriate to update/maintain staff knowledge

## **THE MUSIC TEACHER**

- Teaches across the age range (EYFS, KS1 and KS2)
- Follows the National Curriculum during class Music lessons
- Provides additional instrumental tuition
- Offers support to class teachers on eg music lesson ideas
- Offers accompaniment for eg class assemblies, Christmas concerts
- Leads singing assemblies
- Seeks opportunities for performances and other collaborative initiatives
- Seeks opportunities for eg educational music trips
- Promotes music education throughout the school

## **ADDITIONAL OPPORTUNITIES**

Visiting groups are at times encouraged eg from Southwark Music Service to work with Year 6.

We use the whole school's skills to perform in various assemblies eg Harvest, Christmas and the school production.

Year 6 showcase their musical skills in their leaver's assembly.

The children that learn an instrument and those in the Vocal Group are encouraged to share their work by performing in assemblies and sometimes producing a special music concert for the rest of the school. Parents are invited to attend.



Music Policy (Revised November 2016).

Music co-ordinator: Denise Spair. Music Teacher: Diane Whelan

**John Ruskin School and Language Classes- Equality Impact  
Assessment Form**

(covering race, disability, gender, age, religion or belief and sexual orientation)

Complete the sections/questions below and place a tick in the boxes, as appropriate:

**Section 1 - General Information**

1. Title of the policy or practice being assessed:

Music Policy

2. Aim(s) of the policy or practice being assessed:

To develop music potential, skills and concepts, offering every child the opportunity to learn and play an instrument.

3. Type of policy or practice being assessed:

Existing

Proposed

4. Department and/or name of person responsible for the policy or practice:

Denise Spair

5. Which members of our school community are affected/likely to be affected by the policy or practice?

Pupils

Staff

Parents and carers

Governors

School volunteers

Visitors to the school

Wider school community


Other – (please list) \_\_\_\_\_

Not relevant to members of our school community ⇒ **Process Ends** ⇒  
equality impact assessment not required

## Section 2 - Monitoring impact - gathering evidence


6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

- Performance indicators or targets
- People profiles – eg pupils, staff, governors, visitors, wider school community
- User satisfaction methods – eg from pupils, parents and carers, staff, governors, visitors, wider school community
- Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups
- Collating complaints and compliments
- Other – (please list) \_\_\_\_\_
- None 



7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:



- children or people from different ethnic backgrounds
- disabled children or people
- boys or girls, men or women, people who identify as transgender
- people of different ages
- children or people with different religions or belief
- children or people who are heterosexual, gay or lesbian
- None of the above 



8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

- Yes    No     Insufficient evidence to make a judgement 



9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

- No – Go to Section 3
- No – insufficient evidence to make a judgement–  Go to Section 3
- Yes  - these being:
- children or people from different ethnic backgrounds
  - disabled children or people
  - boys or girls, men or women, people who identify as transgender
  - people of different ages
  - children or people with different religions or belief
  - children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

### Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – ‘Equality strands and factors to consider’ as a prompt)

- No
- Yes 
- Not sure 

Please describe any potential issues here:

## Section 4 - Addressing the red flags:

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?  
Can you fill any gaps in information by carrying out small consultations (eg 1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.
- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

There are no red flags or issues identified. No further action is required.  
Go to Section 7 - Completion

The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.

Or we have identified an objective, lawful reason to justify the issue(s).

Go to Section 5 - Improvement Actions

Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.

Go to Section 6 - Additional evidence gathering.

## Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

## Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your

knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Norfolk County Council (see Equalities and Diversity Contacts on equality pages on Norfolk schools intranet page)
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, ([www.dcsf.gov.uk](http://www.dcsf.gov.uk)) or Equalities and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Norfolk schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

<b>Summary of evidence gathered, including any consultation:</b>
<b>The conclusions and agreed actions:</b>

### Section 7 - Completion

Name and job title:	Louise Webster Equalities Co-ordinator
Names and titles of any other people who assisted with this assessment:	
Date:	October 2016
Date of next review:	October 2019
<b>When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.</b>	



