



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

Music Policy v2: Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	Music Lead
Date of last review	January 2022
Review Date	January 2025

Version Control

Version	Revision Date	Revised by	Section Revised
V2			Recovery Curriculum Removed

Music Policy

Curriculum Intent

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

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Sheep Dip Lane Academy, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Sheep Dip Lane is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. Our classrooms provide a commitment to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Inclusion is at the heart of our music intention and all children are given the support and opportunities they need to thrive in this subject.

Throughout the recovery curriculum music featured highly as it allowed the children to communicate through a creative curriculum in order to reconnect with each other and the outside world.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the additional music sessions led by members of the Doncaster music service, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn about instruments, from all four main instrument groups of wind, strings, percussion and keyboards. In doing so understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a pupil 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 pupils 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 dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. (See appendix 1)

Teaching and Learning

Teaching and Learning Fundamental skills and knowledge are taught to children through a carefully planned programme throughout each pupil's time at Sheep Dip Lane. All children gain a simple understanding of musical

notation, playing an instrument, composition, listening and analysing music. Teaching is activity based. Each half term, or sometimes term, children work towards a goal. This will culminate in either a performance to the class or the playing of a piece with the class as a whole.

The aims of music teaching are to enable all children to:

- 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
- learn to sing and use their voices
- have the opportunity to learn to play a musical instrument

Additional music teaching

Children are offered the opportunity to learn to play an instrument with a peripatetic music teacher. Whilst the wider reopening of schools commences the provision will be slightly more limited. Options include Yr 4 Guitars. Peripatetic music teaching is organised by the Local Education Authority's Music Service alongside the school. During the recovery curriculum the Music service will be sticking to a very specific risk assessment which will be reviewed and sent to the school.

Doncaster Music Service supports weekly with Wider Opportunity & Classical Guitar lessons.

Music curriculum planning

Music is often taught and used within other areas of the curriculum, and to support and enhance the work done within the topics planned. A wide range of resources are available to support music teaching including the 'Charanga' School scheme, alongside instruments which can be located in the music room.

As well as linking the teaching of music to our topics, we also teach music throughout school as discrete sessions using the 'Charanga' Musical School Scheme. It provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, the Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. Each Unit of Work comprises of the strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
- Warm-up Games
- Optional Flexible Games
- Singing
- Playing instruments
- Improvisation
- Composition and
- Performing

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R OVERVIEW & PLANNING	Mel 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 1 OVERVIEW & PLANNING	Hug You! 1 2 3 4 5 6	Rhythm In The Way We Walk and The Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 2 OVERVIEW & PLANNING	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zoolime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 3 OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glöckenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glöckenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	Live! On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	I'll Be There 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	Happy 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Organisation (eg blocks or weekly lesson)

Music lessons are generally weekly and half an hour in length or they can be taught as a block of lessons. Pupils that wish can apply to learn the guitar or classical guitar. These lessons are weekly, and are either to an individual or in small groups of up to 4 children.

EYFS

Music for EYFS pupils has a primary focus on singing and movement, developing the student's listening abilities, physical co-ordination, inner/outer ears, motor-neuron skills, memory, aural awareness, and singing skills. Each pupil will lead the class in singing, and all will learn to be led by their peers. Songs are linked to class topics when appropriate. Pupils are accompanied both by teacher and sometimes a backing track –the backing track allowing for more diverse timbre palette and more direct approach to guiding pupils with actions. There is an annual Christmas show that the pupils rehearse for and perform in. This involves singing, actions and speaking. It is an integral part of the EYFS curriculum.

KS1 and KS2

In KS1 this is extended upon, with further singing and movement. Rhythmic notation is introduced, as well as playing musical instruments. In Year 2 music involves singing, movement, body percussion and playing instruments. In KS2 all classes begin with a 5-minute active listening activity. Students learn to identify instruments, families of instruments, and musical genres. They analyse timbre, texture, rhythm, beat, pitch and harmony to a basic level. Topics in KS 2 music classes cover body percussion, graphic scores, beat and pulse games, samba, music notations, composition. There are both performances to classmates, and sometimes parents. They use body percussion, undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others' music, and their own compositions. In the second part of Autumn term classes will concentrate on the singing objectives in preparation for their Christmas concerts.

Equal Opportunities (eg Gender, race)

The music curriculum adheres to the Sheep Dip Lane Equal Opportunities Policy. The music curriculum takes into account issues of difference: gender, race and ethnicity, and class. Music from across cultures is taught, listened to and dissected. The curriculum provides space to play different styles and genres of music.

Inclusion (eg EAL/SEN/PPG/Provision for HA)

The teacher supports and facilitates access to the music curriculum by differentiation, adult support, and alteration of any equipment as necessary. Central to the ethos of the teaching of music at Sheep Dip Lane is the belief that music is within our bodies, and as different bodies make different sounds, everybody carries their music with them, each instrument is as unique as the person is.

Tasks and activities are designed to allow pupils to engage at their own level. This is done by:

- Setting open-ended tasks
- Incorporating gradual increases in difficulty of tasks across the curriculum
- Taking ability into account when grouping children for activities –either setting mixed ability groups or assigning different tasks to different groups.
- Providing resources of different complexity

Musical progression

The musical progression through KS1 and KS2 is demonstrated in the two diagrams below. The instrumental work is differentiated allowing children to move through the relevant parts as they need to. Remember that an integrated approach to musical learning means that the whole musical experience is important, children are learning music through these activities.

Musical Progression – KS1

Units of Work		Differentiated Instrumental Progression						Progression for Improvement			Progression for Composition				
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C				Singing and performing only								Singing and performing only
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable	Not applicable	Not applicable
1	Summer 1	Your Imagination	C	G	C,E,G	E,G,A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay													Consolidation and Revision
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	Nil	Crotchets and rests	Crotchets and rests	Not applicable						Not applicable
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zoofime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay													Consolidation and Revision

Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/A	Semibreves and rests	Minims and rests	Not applicable	C, D	C, D	N/A	C, D, E, F	Not applicable	Not applicable
3	Autumn 2	Glockenspiel 1	Multiple songs	C, D, E, F	C, D, E, F	C, D, E, F	Crotchets and Minims and rests	N/A	N/A	C, D	C, D	N/A	C, D, E, F	C, D, E, F	N/A
3	Spring 1	Three Little Birds	G	G	B, C	G, A, B, C, D, E, F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G, A	G, A, B	G, A, B, D, E	G, A	G, A, B	G, A, B, D, E
3	Spring 2	The Dragon Song	G	G	G, A, B	B, C, D, E, F, G	Crotchets and Minims	Crotchets and Minims	N/A	C	C, D	C, D, E	G, A	G, A, B	D, E, G, A, B
3	Summer 1	Binging Us Together	C	C	G, A, C	G, A, C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Minims, Dotted Quavers	C	C, sometimes A	C and A	C, A	C, A, G	C, D, E, G, A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision												
4	Autumn 1	Mamma Mia	G	G	G, A	G, A, B, C	Crotchets	Crotchets	Quavers, Crotchets	G, A	G, A, B	G, A, B, D, E	G, A	G, A, B	G, A, B, D, E
4	Autumn 2	Glockenspiel 2	Multiple songs	C, D, E, F, G	C, D, E, F, G	C, D, E, F, G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/A	N/A	N/A	C, D, E	C, D, E	C, D, E
4	Spring 1	Stop!	Singing, rapping and lyric composition												
4	Spring 2	Lean On Me	C	C, F	E, F, G	G, A, B, C, D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C, D	C, D, E	C, D, E, F, G	C, D	C, D, E	C, D, E, F, G
4	Summer 1	Blackbird	C	D, C	C, D, E	C, D, E, F, G	Dotted minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C, D	C, D, E	C, D	C, D, E	C, D, E, G, A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision												

Teaching music to children with special educational needs (SEN)

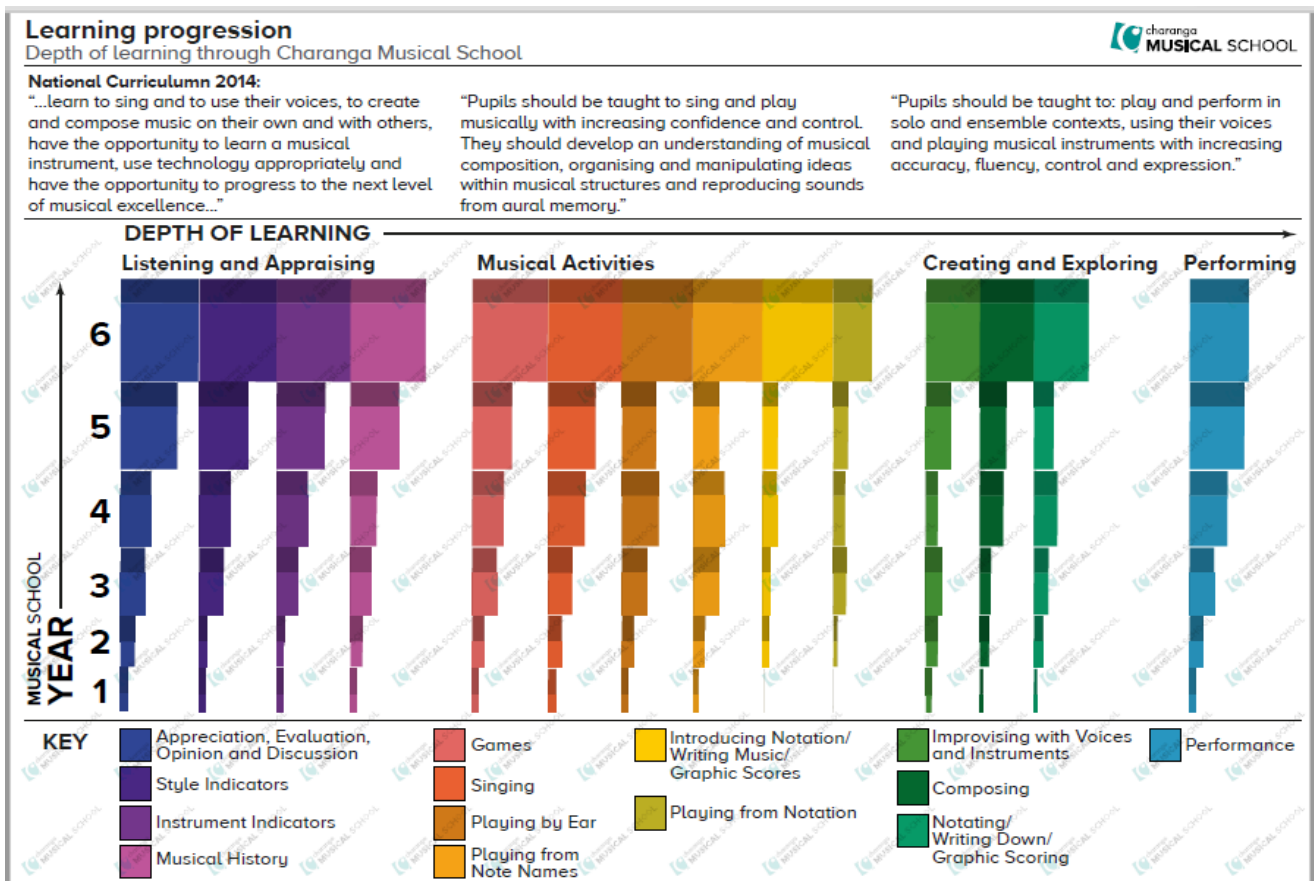
At our school we teach music to all children, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all children. Assessment against the National Curriculum allows us to consider each child’s attainment and progress against expectations. When progress falls significantly outside the expected range, the child may have SEN. We look at a range of factors, including classroom organisation, teaching materials, teaching style, and differentiation, so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s individual needs.

Assessment and recording

Teachers assess children’s work in music by making informal judgements as they observe them during lessons. Additional evidence may be gained during school performances or other relevant events, and may be presented in the form of recordings or photographs.

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for teachers to upload and store digital evidence. The attainment of each child is indicated termly using our school ‘Charanga assessment record.’ Children may take external formal exams where their grades will be awarded to them personally.

Learning Progression



The

diagram above depicts the depth of learning that occurs as the children move through the year groups. As they progress, the colour deepens and the learning widens.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

Resources

There are a wide range of resources available for the use of all staff on the Charanga online portal which all staff have personal logins for. Instruments are kept in a central store in the music room. They are regularly checked for safety and relevance and new resources may be purchased as needed.

Monitoring and review

The music subject leader is responsible for keeping an overview of the standard of children’s work and for the quality of teaching. The work of the subject leader also involves supporting colleagues, being informed about current developments and providing a strategic lead and direction for the subject in the school. The music subject leader is responsible for making a contribution to the school’s Evaluation and Improvement Plan, indicating current performance and identifying critical issues and steps for success. Monitoring will take place in a range of ways as shown in the table below.

Autumn Term	Staff survey Audit review
Spring Term	Pupil survey Book scrutiny
Summer Term	Book scrutiny Pupil interviews

Appendix 1 – Risk assessment sent from the Doncaster Music Service

Date of Policy January 2022

To be reviewed January 2025

Signed: Principal

Signed: Governor / Chair of Governors

Appendix 1

Intent, Implementation and Impact in Music

Intent	Implementation	Impact
To create a musical atmosphere within Sheep Dip Lane to ensure that all children get opportunities to experience performances to their own class/other classes and/or parents	To continue to support staff subject knowledge to ensure a good music curriculum being taught throughout school.	To evidence children's work throughout school and ensure they experience performances from others as well as performing themselves.
To deliver a curriculum where children cover different elements of music, learn important vocabulary and develop a good understanding on how music has changed throughout history.	To continue to support staff subject knowledge and CPD of the Charanga programme to ensure a good music curriculum being taught throughout school.	For children to understand the relevance of what they are learning within music and to enjoy their musical experiences within school.
To continue to review and update the music curriculum to ensure that staff and children experience good musical experiences and improve their knowledge and understanding		All staff will be fully trained using Charanga Staff and children will show enthusiasm within their music sessions. To continue to check music data and curriculum coverage to best support children's learning and progression as well as staff knowledge.
To utilise the strength of the music service within school .choir and guitar clubs to enhance children's experiences of music.	Year 3 choir weekly sessions with a member of the Music service, Wider opportunity guitar sessions and classical guitar sessions to enhance children's experiences of music.	Choir experience performances to outside audiences Exams taken by the classical guitar and wider opps guitar group.
To create a musical display within the music room to explain our aims within Sheep Dip Lane and display examples of work and famous musicians to inspire pupils – to include musician ambassadors with this too.	To continue to build on the bank of instruments within school to support children's learning and musical experiences	To collect pupil interviews twice a year to ensure that their voice is heard in regards to the school's music curriculum and subject coverage