



Ranelagh Primary School

Pauls Road Ipswich IP2 0AN

Telephone: (01473) 251608

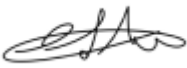
Email: admin@ranelagh.suffolk.sch.uk

Headteacher: Mrs O Hopper

Music Policy

Reviewed on: 13th May 2026

Next Review due: Summer 2028

Signed by:  Chair of Governors

Signed by:  Headteacher

Purpose

Music is a universal language that embodies one of the highest forms of creativity. 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Music should be concerned with the development of the whole child. Children should be provided with opportunities to explore the world of thoughts and feelings and to express their ideas in ways that are powerful alternatives to the written word throughout the curriculum. “Where words fail, music speaks.” — Hans Chris/an Andersen

Aims

At Ranelagh Primary School, we aim to provide quality teaching and learning of music to ensure all pupils:

- 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 to use their voices, to create and compose music on their own and with others
- have the opportunity to learn a tuned musical instrument via the Suffolk County Service
- use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Making use of our Locality and Wider Links

At Ranelagh Primary School we aim to provide strong foundations for children’s development of music education. We aim to make best use of our own facilities and those nearby. We:

- link in with the Suffolk County Music Service
- follow the award winning Charanga Music scheme
- provide ‘real’ opportunities for children to perform: school shows, assemblies, annual school music concert, local care homes, nearby church, Christmas concerts for parents (if applicable)

Curriculum Intent

Our school curriculum sets out the knowledge and skills that pupils will gain at each stage. It is clear what end points the curriculum is building towards and what children need to know and be able to do to reach those endpoints. This is set out in detail in our Charanga

Music scheme. The Scheme supports all the requirements of the new National Curriculum and is absolutely in line with published OFSTED guidance. The learning within this scheme is based on:

Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. The school uses a variety of teaching and learning styles in music lessons including modelling, demonstrating and exploration. Children also have the opportunity to use/listen to a wide range of instruments, including through ICT and computing. The scheme sets out in detail:

- What children should already know before starting a unit of work
- What children will know by the end of the unit
- The progression in teaching from one year to the next and by using the bronze, silver and gold challenges
- The associated key vocabulary children are expected to learn and understand
- Adaptable individual lesson plans and resources

Curriculum Implementation

In Key Stage 1, lessons are led by our Teachers or HLTA's. In Key Stage 2, lessons are taught by individual class teachers. Children in Year 5 and 6 have the opportunity to explore musical choices, either instrumental or vocal.

Key stage 1 Pupils should be taught 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

Key stage 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:

- 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 in the Foundation Stage

Music-making and singing aids the general development and well-being of our very young. Regular musical activity both child-led and adult-led can help support children's acquisition of language and communication. It can aid their personal and social development, their physical agility, well-being, imagination and creativity. Songs cover diverse topics.

Musical activities may also help towards an understanding of maths, phonics and allow us to make sense of our world.

Cross Curricular Opportunities

The teaching of Music enhances other curriculum areas. It is the class teachers' responsibility to bridge other areas of the curriculum to Music, broadening the pupil's experiences.

Extra-Curricular Music

The school provides the opportunity for children to take part in extra-curricular music through clubs and external opportunities.

Assessment, Recording and Reporting

Assessment is carried out in line with the school's Assessment Policy and is based on the principles of Assessment for Learning. Assessment can take place at all appropriate stages of a lesson, but particularly within the plenary focussing on the relevant learning objectives to that lesson. We assess how well pupils embed concepts in their long-term memory and apply them fluently; developing their understanding, rather than memorising disconnected facts. On completion of a piece of work, the teacher assesses the work and gives oral feedback, as necessary, to inform future progress. Upon the completion of a piece of work, a recording is taken and uploaded onto the Shared Drive to evidence learning and progress. Older pupils are encouraged to make judgements and reflect about how they can improve their own work.

Equal Opportunities

It is the responsibility of teachers to ensure that all pupils, irrespective of gender, ability, race or SEND, have access to the curriculum and make the greatest progress possible. Teachers set suitable learning challenges and respond to each child's different needs. Sensory needs and sensory sensitivities for individual pupils are taken into consideration and planned for accordingly under the guidance of the SENDCo.

Performance opportunities

Apart from opportunities to record their work and perform for other classes across the school, other opportunities include class assemblies, Christmas performances, Christmas Carol Concerts at local churches and care homes and other opportunities when they present themselves.

Resources

The school has a number of tuned and untuned percussion instruments including; xylophones, glockenspiels, chime bars, drums, tambourines, wood blocks, cymbals, triangles, beaters of various sizes, a piano, a class set of recorders, as well as computers and iPads. Teachers use a range of sources to broaden the children's experiences.

Role of the Subject Leader

The music subject leader is responsible for:

- Ensuring progression and continuity across the key stage through the development of the long-term plan.
- Supporting colleagues in the implementation of the short-term planning and providing support within each unit of work.
- Monitoring progress and standards within the subject.
- Keeping up to date with developments in music and disseminating information to the rest of the teaching staff.