



## **Rush Common School Professional Practice Documents ("PPD") for Music**

### **Overall Aims:**

At Rush Common School we aim to ensure high quality music provision and opportunities to perform, accessible to all children regardless of race, ethnicity, gender or ability.

### **1) Statement of Curriculum Provision**

#### **1.1 We will provide:**

- children with opportunities to engage in music as makers, performers, exhibitors and audience
- children with opportunities to learn a musical instrument, including whole class instrumental lessons in Year 3
- children with opportunities to sing individually and as a group, including the opportunity to join music clubs
- children with opportunities to compose, present, perform, respond to, evaluate and make critical judgments about music
- children with opportunities for the development of those transferable life skills arising from successful music education including the creative use of imagination and considered risk, co-operation and tenacity
- the school community with music experiences that recognise, value and promote cultural identities - differences and commonalities
- opportunities for pupils to develop an understanding of, and the competence to use, increasingly challenging skills and techniques in music
- a Subject Coordinator to take responsibility for the monitoring of the progression that children make in Music throughout their school careers

Cross-curricular links are sought and exploited to enrich learning opportunities and experiences whilst the integrity of music is maintained by making explicit the skills and techniques that the children are learning.

### **2) Planning and Teaching**

2.1 Subject planning and evaluation at Rush Common School is at year group level in the medium-term (half-termly plans) and at a whole school level in the long-term. Rush Common School follow a Music Scheme of Work.

## 2.2 To achieve our aims we will:

- deliver a planned program of music in combination with Art & Design, Drama and Dance
- create opportunities to explore a range of new and emerging music forms including making use of new technologies
- recruit high quality teachers, including some who specialize in music,
- develop high quality facilities and provide resources for teaching and learning in music
- provide opportunities for our children to influence what is included in our music provision, especially in out of hours activities
- provide children with regular opportunities to experience the work of professional musicians through visits and participation in community events, partnership events and workshops with musicians
- use local, regional, national and international sources to provide opportunities for children to know and celebrate the range of world cultures reflected in the arts
- provide opportunities for the wider community of the school - staff, governors, parents, local schools industry etc. to both inform and have access to our music programme through performances, workshops, concerts and through the school website
- monitor the quality of provision in music regularly and provide a systematic programme of staff development to ensure children experience high quality teaching in music at all stages of school

### **3) Equal Opportunities**

3.1 At Rush Common School we seek to ensure equal access to music for all children regardless of age, gender, ethnicity, ability or Special Educational Needs.

3.2 We will provide:

- equal opportunities for boys and girls by ensuring that topics and influences in music are interesting and enjoyable for all
- children with opportunities to explore their own cultural or ethnic identity within music, along with opportunities to find out about and learn to value other cultures
- children with Special Educational Needs the relevant support to access and continue to make progress in music
- More Able, Gifted and Talented children the relevant support and experiences to allow them to realize their potential and attainment in the music

### **4) Recording and Assessment**

At Rush Common School we aim to use recording and assessment to support the children in progressing in music. Teachers use a standard record of

assessment through which the progress of each pupil can be monitored as they move through the school.

### **5) Review of this PPD**

The Leadership Team reviews the policy every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team November 2018

Signed: *Jacquie Stevenson*

Headteacher

Review Date: November 2021