



pupil voice



respect



independence



dignity



entitlement



MUSIC POLICY

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An academy within:



“Learning together; to be the best we can be”



Introduction:

This policy details the ethos and philosophy in relation to the teaching of Music.

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.

At Kelford School, all pupils and students participate in a broad and balanced curriculum which is suited to their individual needs and abilities, and contributes to their overall education and holistic development. Music is not only a National Curriculum subject, but it is something that encompasses our children's whole life through, but not limited to: basic communication and interaction, confidence building, development of self-regulating behaviour. This policy should be read in conjunction with additional policies inclusive of: communication, phonics (Phase 1 letters and sounds) and expressive arts.

This policy is written in line with the schools philosophy that all children have the right to be 'the best that they can be' and is deeply rooted in the schools P.R.I.D.E values. This policy details the ethos and philosophy in relation to Expressive Arts at Kelford School.

P.R.I.D.E. Values:

P upil Voice - enabling all learners to communicate their needs, choice and control

R espect - respect for one another and our environment

I ndependence - encouraging all learners to be as independent as possible

D ignity - implementing the highest levels of care and concern at all times

E ntitlement - the right to receive a broad and balanced, high quality, personalised learning programme school values.

Aims:

The principle aim of Music overall, is to enable all pupils to develop their awareness and musical ability through an enjoyable and accessible medium. Music is a great motivator and enables pupils to express themselves in different, meaningful ways. It influences behaviours and encourages communication and interactions, whilst holding the ability to be therapeutic and encourage relaxation and calming behaviours.

The Music curriculum at Kelford School should:

- Match learning needs and abilities



- Ensure progression by building on prior knowledge and experiences
- Ensure the application of Music skills is cross curricular and embedded within other thematic learning sessions, extra-curricular activities or performances and through independent learning opportunities
- Follows statutory guidance provided from DfE inclusive of National Curriculum and EYFS Curriculum
- Used additional documents to support personalised learning inclusive of SCERTS, Kelford School's communication and behaviour policies, Routes for Learning targets and learning goals
- Value all forms of communication and gives pupils opportunities to develop their skills and achieve their fullest potential
- Provide access to high quality Music resources and support for pupils
- Acknowledge and understand the sensitivities and difficulties that some pupils are faced with surrounding sound, and cater for these on an individual basis through a personalised curriculum.

Objectives:

Kelford School recognises the importance of a broad and balanced curriculum that encompasses Music and encourages children to become confident and effective in their skills. We want to develop the necessary skills for music; both music listening and music performing, but we also strive to encourage a love of music in any form, from around the world as much as possible. We have high expectations of pupils and actively strive for each child to reach their fullest potential. We want to ensure that we help our pupils to develop the skills and capabilities they need to be:

- **Successful learners** - who develop communication, imagination, independence, creativity, cooperation with others, and their ability to self and peer evaluate.
- **Confident individuals** – who are confident and have high self-esteem surrounding performances, productions and new experiences,
- **Responsible citizens** - who are able to understand themselves and their contribution to the wider community through working cooperatively with others.

Through the teaching of Music, Kelford School wants to provide the opportunities for our pupils to:

- Perform music and their musical creations with confidence in a range of situations (peers, assemblies, families)
- Listen respectfully to different types of music
- Review and evaluate different types of music, both their own, peers and others
- Experience a wide range of music from different historical periods
- Experience a wide range of music types (classical, rock, pop etc.)
- Experience a wide range of world music
- Explore music from different famous composers or musicians
- Use different technologies to create music
- Use their communication device to participate in music activities



- Explore, and understand, how Music is created, produced and communicated, and to explore these through the inter-related dimensions of *pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations*
- Make progress throughout their music targets according to their personalised pathway and learning plan

Approaches to Music:

Music, both performing and listening, is an important area for development of the whole child. In its purpose of study, the National Curriculum (2014) details music as '*a universal language that embodies one of the highest forms of creativity*'. They go on to detail the importance of high quality music session in engaging and inspiring pupils as this will '*increase their self-confidence, creativity and sense of achievement*.'

Throughout the day at Kelford School, Music, in particular singing, is embedded in its use as a learning tool across the subjects and through its usefulness in routines throughout the day. Music is also an integral part of the Early Years and Sensory Curriculums. Music is accessed by all pupils, through cross curricular learning in Speaking and Listening, Reading, Writing, Maths, PE, Dance, ICT, Science, French etc. It provides many opportunities for high quality learning and for key skills to be developed, such as turn taking, call and response, team work, application and repetition of key concepts, confidence building and ICT.

Music is taught through the thematic elements of learning within the ages of 2-16. The thematic schemes of work outline the knowledge, skills and understanding elements that will be developed, and the breadth of study in music that the pupils will experience. This will be age appropriate and in keeping with the National Curriculum. Post 16 students access a creative arts curriculum in line with their needs and personal interests.

Music content taught discreetly in classes will vary according to the specific topic and thematic planning. Sessions are taught by the Class Teachers who personalise sessions to their specific students, with support from Teaching Assistants, and under direction when necessary or advised.

Roles and Responsibilities:

The **Senior Leadership Team** is responsible for:

- Overseeing the whole school curriculum within each phase.
- Supporting and challenging the thinking of the staff within Primary and Secondary Departments.
- Monitoring progress through data analysis and pupil progress meetings.

The **Music Subject Leader** is responsible for:

- Ensuring coverage and breadth through long term plans
- Keeping policies up to date
- Providing leadership and direction for the subject while supporting, guiding and motivating teachers and other adults.
- Ensuring pupils progress through school is tracked and measured
- Action planning and completing data analysis



- Ordering / maintaining whole school resources to support learning

The **class teacher** is responsible for:

- Ensuring children have access to a range of musical activities. This should be demonstrated through planning.
- It is the responsibility of **all staff** to ensure the health and safety of all pupils and take responsibility for recognising and assessing hazards in a range of products, activities and environments.

Family Involvement:

Families have the opportunity to discuss their child's pathway and learning achievement at their annual review meeting. They also receive a comprehensive annual report at the end of the year. Effective communication with families is vital in supporting each pupil. Families can support the teaching of Music at Kelford School by:

- Singing and listening to music (nursery rhymes, counting songs, jolly phonics etc.) with their child at home;
- Attending whole school events / family learning days
- Attending parent / carer meetings and annual reviews
- **Monitoring, Assessment and Recording:**
- Music is assessed in the following ways:
- Summative assessments are carried out at the end of each term and end of year using P Levels for Music.
- Pupils following alternative curriculum pathways – yellow (Routes for Learning) will complete alternative MAPP assessments
- Pupils following alternative curriculum pathway – orange will complete Age Related Expectation assessments mid-year and end of year using stage assessments.
- Evidence of progress is recorded using photographs, observations, assessment files, Evidence for Learning App, evaluated planning and targets.
- Pupil's attainment is reported to parents and carers in end of year reports and during a pupil's Annual Review.
- Pupil's progress is evaluated by class teachers and the senior leadership team through planning scrutiny.
- Pupil's progress is monitored through the pupil progress cycle by teacher and senior leadership team.
- Teacher judgments are monitored internally through the moderation cycle.
- Extra music activities and assessments are undertaken through the continuous provision and independent learning areas of the classroom. Observations are recorded by class teams and these are used in assessing the pupil's progress.
- Assessments to be used as a tool to inform future planning and teaching.