

<b>Policy Title:</b>	<b>Music Policy</b>	
<b>Date of Issue:</b>	05/11/2018	
<b>Date of Review:</b>	01/09/2019	
<b>Author &amp; Role</b>	K Linde: Lead Practitioner	
<b>Ratified by:</b>	Governors Policy Committee	
<b>Responsible signatory:</b>	W Blundell	M Maher
<b>Date of signature:</b>	05.11.2018	05.11.2018
<b>Outcome:</b>	<p>This Policy:</p> <p>This policy reflects the school values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.</p>	
<b>Cross Reference:</b>	<p>Assessment, Recording and Reporting Policy</p> <p>Computing and ICT Policy</p> <p>Single Equality Policy</p> <p>Teaching and Learning Policy</p>	

### **EQUALITY AND DIVERSITY STATEMENT**

Astley Park School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

### **POLICY REVIEW**

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

## **Music Policy**

This policy reflects the school values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.

It is intended for all teaching staff and support staff, school governors, parents and advisers/inspectors as appropriate.

### **Mission Statement**

At Astley Park we believe that a high-quality music education should engage and inspire learners to develop a love of music, their talent as musicians and their critical engagement with music. This will in turn increase their self-confidence, creativity and sense of achievement promoting a sense of enjoyment and a sense of purpose.

### **Introduction**

At Astley Park School, music is valued as a powerful and unique form of communication that may influence the way pupils think, feel and act. Music can inspire and motivate where other stimuli are less effective. As a vehicle for personal expression it promotes emotional development, encourages creativity and thereby makes a valuable contribution to the wider curriculum. It builds self-respect and supports developing self-control and positive social attitudes. Teaching of Music enables children to listen to, create, play, perform and enjoy a wide range of music. Children develop skills to appreciate different musical forms and begin to make informed judgements about the quality of music. Music reflects culture and society, and opportunity is provided for a range of culturally and historically diverse musical experiences which help build understanding of the context of music making, both in the past and present and from around the world.

### **Context**

All our pupils have an Education and Health Care Plan and we cater for pupils from age 4 - 16. Pupils are taught Music across Key Stages. Pupils in all Key Stages have opportunities to experience Music as part of their creative curriculum. Pupils will work at levels appropriate to their ability, and progression will be in very small steps, with much opportunity for over-learning and reinforcement.

### **Aims**

- To offer all pupils a broad and balanced Music curriculum appropriate to their ages, level of understanding and needs.
- To offer pupils of differing abilities and whose experiences are wide ranging the opportunity to develop at their individual level and stage of development.
- To provide equality of opportunity regardless of gender, culture, race or disability.

- To provide access to musical knowledge, skills and understanding through the teaching of Music as a separate subject or within a cross-curricular approach.
- To provide pupils with relevant musical experiences through community linked performances, where available.
- To celebrate the similarities and differences of cultural based music.
- To use ICT as a tool to develop pupils' music skills.

### **Content of music**

**Key stage 1-3**, music teaching should:

- Develop each of the interrelated skills of performing, composing and appraising in all activities;
- Extend these skills by applying listening skills and knowledge and understanding of music.
- In particular, by making and responding to a wide range of music, children should be helped to understand:
  - How sounds are made, changed and organised, for example through the use of the musical instruments.
  - Elements and structures;
  - How music is produced, for example through the use of instruments, and musical processes
  - Include relevant symbols and notations;
  - How music is influenced by the time and place, for example how it can be affected by the venue, occasion and purpose.

### **Key Stage 4**

Music is offered as an entitlement choice and is linked to wider Arts and Creativity and offered as accreditation where appropriate. Pupils will develop and apply previously learned skills in a number of different contexts.

- Classical musical appreciation
- Making and using musical instruments
- Popular music and performance
- Traditional music of a chosen community.
- Composing Music for performance

### **Planning**

Curriculum planning is half-termly and forms part of Cross Curricular Studies. It is used to set clear, achievable goals matched to pupil's own abilities and our assessment tool of B Squared, as well as ensuring progression, continuity and

subject coverage throughout the school. Planning should include PLTs, POP and SCERTS targets where appropriate.

All Planning is the responsibility of the teacher and plans are monitored by the Lead Practitioners.

The following objectives are intended for all pupils in school. However, attainment levels will be dependent upon the age and ability of the children. Progression and attainment is recorded in accordance with current school policy and monitored using B Squared. Individual targets for each child and level should be directly linked to B Squared statements.

Class teachers are responsible for identifying individual learning targets and incorporating these into medium term planning. Target setting will be informed by the National Curriculum, B-squared and the learning expectations of each unit of work. Teachers will also be responsible for planning and differentiating lessons within the Astley Park Curriculum.

Planned work may be taught as whole class lessons, group activities or individual sessions dependent upon the structure of the class and the content of the lesson.

Educational visits to see, or visits from musicians will form part of pupils' work in Music. The learning process will be based on direct experience and practical activities and will take into account the pupils own interests, experiences and activities.

### **Music Curriculum**

All children are entitled to a musical education which enables progressive development of musical skills and knowledge as outlined in the Programmes of Study in the National Curriculum.

Music teaching within Key Stages 1, 2 and 3 ensures that listening, and applying knowledge and understanding, are developed through the interrelated skills of performing, composing and appraising. In particular, the musical elements of pitch, tempo, duration, timbre, texture, dynamics and structure are progressively introduced in order to equip the children with a fundamental understanding of music.

During Key Stage 1 and 2 pupils listen carefully and respond physically to a wider range of music. They play musical instruments and sing a variety of songs, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

During Key Stage 3 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through

responding physically, intellectually and emotionally to a variety of music from different times and cultures.

During Key Stage 4, Music is offered as an entitlement choice and is linked to wider Arts and Creativity and offered as accreditation where appropriate. Pupils will develop and apply previously learned skills in a number of different contexts including; classical musical appreciation, making and using musical instruments, popular music and performance, traditional music of a chosen community, composing Music for performance.

### **Assessment, Recording and Reporting**

Class teachers will plan appropriate work for their children in consultation with the schools long and medium-term plans for Music.

We assess the children's work in Music whilst observing them working during lessons. Teachers record the progress made by children against the learning objectives for their lessons.

Summative data is recorded every term using the B Squared platform. This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Assessment is used to plan future teaching and learning and to contribute to the pupil's record. Continuous assessment by teacher observation is carried out, recorded on the Evidence for Learning platform through videos and photographs and shared with parents.

Parent's Evenings and 'Sharing Our Learning' sessions are held regularly, and parents are invited to visit school to discuss their child's progress. Annual reports are provided for parents, and all school leavers carry away a National Record of Achievement with summative assessments, observations and comments.

### **Resources**

We have a range of Music equipment and resources that can easily be moved around the school.

There are two areas within the school where instruments are held both in the primary and secondary department storage areas. The digital resource 'Charanga' is used to enhance teaching and learning provides termly plans/ unit of works and supports the National Curriculum for Music Framework.

### **Monitoring and Evaluation**

The Music subject leader scrutinises evidence of children's work using Evidence for Learning. Work is also moderated in line with the whole school moderation cycle.

INSET provision/needs for Music will be ascertained through appraisal, review, change, external advice, School Development Planning, and prioritised by the coordinator through the Senior Management team. Sources of INSET provision will be sought from school staff, advisory teachers and other professionals.

