



**GREENSIDE SCHOOL**

# **MUSIC POLICY**

## **INTRODUCTION**

This document reflects the school's values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which both teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the programmes of study, which can be used as a basis to develop individual teacher's ideas in a personal way. Teachers should design a programme of activities which is responsive to children's skills, needs and interests in Music at that particular time.

## **RATIONALE**

*Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between home, school and the wider world.'*

(Guidance for the Teaching of Music to Pupils with Learning Difficulties, QCA 2009 p 4)

For pupils with Severe Learning Difficulties, music offers a context for the encouragement of a range of skills across the curriculum, e.g. attention, listening, visual, language, motor, as well as for personal, social and emotional development. All pupils, irrespective of their particular learning difficulties, can, through group music making, experience a sense of achievement, fulfilment, and enjoyment.

## **AIMS**

At Greenside, in Music, we aim to give our pupils the opportunity to:

Learn to work together as part of a group and experience a sense of fun, enjoyment, fulfilment and achievement

Participate in a range of musical activities involving vocalisation and singing, listening, instruments, actions and movement, rhythm and pulse, music technology, sound and silence

Develop listening, concentration and attention skills

Develop communication skills

Develop co-ordination and fine motor skills

Develop imitation skills

Develop their confidence and willingness to experience new things

Experience 'Being the Leader' and 'Being the Audience'

Develop performing, composing and appraising skills as appropriate

Listen and respond to a wide variety of contrasting music

Become aware that Music has the power to enrich the quality of life

Learn that music can be a life-time interest and pleasure to be enjoyed throughout life.

## **IMPLEMENTATION**

At Greenside School, Music comes under the umbrella of the Creative Arts. The Programmes of Study of the National Curriculum, suitably modified, as outlined in the QCA Guidance for the Teaching of Music to Pupils with Learning Difficulties, offers an appropriate structure to provide relevant and appropriately challenging work for our pupils at each Key Stage.

The National Curriculum Programmes of Study identify four aspects within the overarching framework of *Knowledge, Skills and Understanding*. These are:

Listening and applying knowledge and understanding

Controlling sounds through singing and playing – performing skills

Creating and developing musical ideas – composing skills

Responding and reviewing – appraising skills

***The four aspects of Music identified in the National Curriculum Programmes of Study all need to be considered and developed together. Each has an important role in contributing to the development of the others. This interrelation of the four aspects is the essence of music.***

(QCA Guidance for the Teaching of Music to Pupils with learning Difficulties pp 5 - 6)

*'All aspects of the music programmes of study are appropriate for all pupils. Teaching can be structured so that the following types of skills are developed:*

***ongoing skills*** – *listening and responding, and singing*

***descriptive skills*** – *using and controlling expressive musical elements*

***discipline skills*** – *rhythmic skills, which develop a sense of pulse and rhythm, and melodic skills, which develop a sense of pitch and phrase*

***ensemble skills*** – *performing music with others'*

(QCA Guidance for the Teaching of Music to Pupils with learning Difficulties pp 10 - 11)

Prior to Key Stage 1, pupils follow the curriculum for the Early Years / Foundation Stage.

Despite Music not being a compulsory subject at Key Stage 4, students at Greenside encounter aspects of Music within the Expressive Arts strand of the Transition Challenge Course. The principles within the QCA Guidance are still appropriate for pupils at this Key Stage. In the Post 16 Department, Music falls under the 'Creativity' element of the EQUALS' Moving On' curriculum.

Pupils at Key Stage 4 and Post 16 also encounter aspects of Music in cross-curricula settings, and some achieve an Arts Award in Music. This Award course is run by the County Music Service for an integrated group of pupils from all the SLD schools in Herts. Between 2 and 7 pupils a year have achieved the Music Arts Award since 2009 at Greenside. In addition, the EQUALS Scheme of Work for Pupils with Severe Learning Difficulties may be used as an additional resource to support medium term planning.

## **EQUAL OPPORTUNITIES**

The National Curriculum 'Planning Teaching and Assessing the Curriculum for Pupils with Learning Difficulties' Programmes of Study, the EYFS Curriculum and the EQUALS Scheme of Work contain differentiated learning objectives which enable pupils to access the curriculum at an appropriate level. In addition, teachers will provide any modifications, adaptations, specific teaching techniques and specialist resources required to overcome individual pupils' barriers to learning. The entitlement of all pupils to a full curriculum is acknowledged.

## **TEACHING AND ORGANISATION**

Music may be delivered by class teachers, and / or a specialist Music Teacher or Creative Practitioner. The approach to creative activities by teachers and creative practitioners are complimentary. This is reflected in planning. While teachers plan learning activities from the programmes of study, Creative Practitioners are able to offer opportunities for more pupil-led learning experiences and outcomes. In addition to working as part of their class group, pupils sometimes have the opportunity to work as part of a larger group (e.g. classes working together on a specific project), in smaller groups or as individuals. Pupils sometimes have the opportunity to work on Music projects with pupils from other schools and in other community settings.

Music can be used to support other areas of the curriculum.

As part of the Music teaching at Greenside, musicians are invited to school to perform and / or lead workshops.

## **ASSESSMENT**

Teachers continually assess pupils' progress in order to ensure appropriate learning targets are set. Formal assessment using National Curriculum or P Level descriptors is undertaken annually. The Greenside Creative Evaluation Tool is used by staff and pupils to assess the development of creative skills.

## **RECORD KEEPING**

Records are kept in line with the school policy.

## **REPORTING**

Progress and achievement are reported annually to parents in the end of year reports. Parents are invited to Parents Evenings, Open days and performances to observe their child's achievements or to discuss progress with staff. Pupils' achievement is also celebrated on the school website.

## **RESOURCES**

The most valuable resource available in school is the inherent musicality and creativity of the staff and their ability to involve and engage the pupils and convey a love and enjoyment of music.

A range of percussion instruments are stored in the Courtyard.

A range of recorded music is stored on the computer network and is accessible from most classrooms.

A range of musical resources are accessible online, including the 'Sing Up' and 'Fischy Music' sites, which have a variety of songs for all occasions.

## **USE OF TECHNOLOGY**

ICT enables pupils to access different elements of music via a different media. A variety of software is available for use on computers or iPads to enhance learning opportunities, develop skills and foster creativity. Soundbeam equipment is also available. Creative Practitioners provide access to more specialised technology and equipment.

Pupils can enhance their knowledge of various musical genres and famous musicians through access to the Internet.

## **MONITORING AND EVALUATION**

Evaluation is carried out to enhance teaching and learning of Music and ensure the pupils make the greatest possible progress. Evaluation is on-going and may take the form of observation and discussion.

Monitoring of the curriculum and resources is carried out by the Creative Arts Learning Team, pupil progress is monitored by Teachers and the Head teacher, and overall school data monitoring and teacher and Creative Practitioner observations by the Senior Management Team.

## **ACHIEVEMENT**

Achievement is celebrated in various ways within class groups and / or more formally via the Golden Book and / or Certificates in assembly. The annual end of year Creative Arts week celebrates musical achievement, often with pupil performances on Open evening for parents, families and friends. Creative Practitioners create CDs and DVDs of pupils' achievements for parents and pupils. Creative achievement, including Music, is also celebrated on the school website and blog.

## **REVIEW OF POLICY**

The Policy will be reviewed annually by the Creative Arts Learning Team.

6th February 2013

Creative Arts Learning Team