

MAY 2020



MUSIC POLICY

HORIZONS EDUCATION TRUST
AMERICAN LANE, HUNTINGDON, CAMBRIDGESHIRE. PE29 1TQ

RATIONALE

- **Defining 'Music'**

'The art of combining vocal or instrumental sounds (or both) to produce beauty of form, harmony, and expression of emotion.' (The Oxford Concise Dictionary)

Music is a practical, creative subject which can be of benefit to all pupils in developing imagination, the ability to listen attentively and the ability to express personal thoughts and feelings. It is a powerful, unique form of communication that can change the way pupils feel, think and act.

- **Why the school provides and values Music**

We believe that music brings people together, and is an important means of self-expression which all students should have access to.

Music demands a range of skills, including being able to work independently or as part of an ensemble, and being able to evaluate the work of others and ourselves.

It develops listening, fine motor skills development.

Music has been an integral part of all world cultures both past and present.

Access

Music is taught through a values driven curriculum informed by the nine school values (*Appendix 1*). It is delivered through formal, semi-formal and pre-formal methodology in accordance with the school teaching and learning policy. We value the seven quality principles as defined by Artsmark and this informs our curriculum design (*Appendix 2*).

All students at Spring Common Academy have the opportunity to listen and explore music, sound production and performance.

The majority of pupils in KS2 and KS3 receive a timetabled weekly Music lesson with a specialist music teacher.

KS4 students can choose music as their focus in Creativity, and receive two Music lessons per week. These students have the opportunity to complete the Arts Award (Bronze)

Sensory music sessions are offered to selected students.

Singing assemblies take place weekly in Lower and Upper schools, where singing together and Makaton signing are encouraged. Both familiar and new songs are sung at assembly.

Singing is a regular activity in all lessons throughout the school.

The majority of music lessons are held in the music room.

- **Teaching Art to Children with Autism Spectrum Conditions**

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook. In Music students with ASC demonstrate a range of characteristic learning and thinking styles and this informs planning. (*Appendix 3*)

AIMS

Students should be given the opportunity to:

- Work in the specialist Music room using the instruments and equipment, developing an awareness of how to work safely in the area and with the equipment including controlling their use of the instruments
- Make music that is exciting, innovative and authentic.
- Develop an understanding of, and to enjoy music through, active involvement in listening, composition and performance,
- Experience a feeling of fulfilment while working to achieve a personal high standard of artistic performance.
- Foster aesthetic sensitivity and creative ability.
- Develop an awareness of musical traditions from different cultures and times.
- Develop an awareness of the spiritual, moral and cultural development of the pupil through music.
- Express ideas, thoughts, feelings and emotions through music.
- Work co-operatively with others when listening to, composing and performing music.
- Listen to musical performances by themselves and by others and to evaluate these performances.
- Use a range of tuned and un-tuned instruments when composing and performing.
- Develop vocal skills when singing alone and with others.
- Use a range of ICT software and Internet use to broaden musical understanding.
- Improve understanding through practical experience – becoming a 'part' of the topic, understanding through direct experience.
- Enhance their communication skills.
- Develop curiosity, improve self-awareness and develop respect for music, as well as self-respect.

HEALTH AND SAFETY

Music is undertaken in line with the school's Health and Safety Policy.

A generic risk assessment for the Music room is available, as are risk assessments for specific activities.

Students are encouraged to:

- Be aware of the safety of themselves, and others in all activities undertaken
- Ask before helping themselves to instruments
- Find and carry instruments and equipment appropriately
- Share resources
- Know the correct technique to play the instruments before doing so
- Follow the 'No Touch' rule when appropriate
- Recall safety procedures at the start of lessons
- Respond readily to instructions and signals within established routines.

RESOURCES

A wide range of musical resources are available for pupils, including electronic keyboards, sound systems –tuned and un-tuned acoustic instruments

CURRICULUM ENRICHMENT

Music is also delivered as part of Arts events, such as Yay Day and Festival Week Specialist activities also run as part of other theme days such as International Day ~~and~~ Where appropriate, students are given opportunities to enter out of school competitions and projects.

Students may perform at a variety of external venues throughout the year.

When possible, extracurricular clubs, such as; Makaton choir run.

Music is also an integral part of whole school celebrations, such as Christmas performances.

ORGANISATION AND IMPLEMENTATION

Long term and medium term planning is reviewed by the Music Coordinator. Planning is intended to reflect wider topics for key stage groups, and incorporate links to other curriculum areas such as literacy and numeracy.

At Key Stage 4 students work towards accreditation through the Arts Award Scheme or ASA Unit Awards.

Short term planning is produced weekly by the timetabled teacher.

Further information on planning and feedback can be found in the policies for Teaching & Learning and Marking & Feedback.

ASSESSMENT

Assessment is carried out on a continuous basis using the Creativity Assessment Tool accessed through SOLAR. The teacher, responsible for teaching art for each class should ensure that each student has a baseline assessment and that regular updates are made according to student's progress. Assessment evidence is provided through student's books or Learning Journeys.

The Music Coordinator will attend meetings to enable moderation externally with other special schools.

MONITORING OF THE MUSIC POLICY

The music policy will be monitored by the Music Coordinator and the SMT.

Policy agreed on: 22 July 2020

Signed on behalf of the Trustees _____

Committee: _____

Author: _____

Review date (optional): _____

Website **Y**/N

Appendix 1 – Defining Our Values

- Listening
- to take notice of and act upon what another says.
- Moral Purpose
- to achieve a positive outcome in the lives of other, by means which are just and fair.
- Trust and Respect
- trust is to place complete confidence in another; respect is to value the opinions of another.
- Supporting Innovation
- to look at new and better ways of doing, thinking or organising.
- Integrity
- to be honest, truthful and consistent in one's actions.
- Communication
- to engage in a clear, mutual exchange of information.
- Building Confidence
- to develop trust and resilience in one's self.
- Empathy
- to understand and share the feelings of another.
- Collaboration
- to work with another to produce something.

Appendix 2 – Artsmark Principles

Arts Council England Quality Principles:

1. Striving for excellence and innovation
2. Being authentic
3. Being exciting, inspiring and engaging
4. Ensuring a positive and inclusive experience
5. Actively involving children and young people
6. Enabling personal progression
7. Developing belonging and ownership

Appendix 3 – ASC Provision

General guidance on the approach to teaching and learning for children with ASC may be found within the school's Autism Handbook.

In Music students with ASC demonstrate the following characteristic learning and thinking styles:

- A relative strength in concrete thinking, for example, the ability to understand and play rhythmically.
- A preference for visually as opposed to orally presented materials, for example, music videos and performance based viewing as well as demonstration as opposed to explanation.
- A relatively slow speed of processing of orally presented materials leading to partial or incomplete understanding of a spoken instruction.
- A relative strength in rote memory, for example, ability to remember notes, songs and musical patterns.
- Strength in understanding visuospatial relationships, for example, playing an unfamiliar instrument.
- Difficulties in abstract thinking, for example, understanding concepts such as programmatic music (ie music telling a story, descriptive of a place or event) or figurative language used in lyrics.
- Difficulties in social cognition, for example, working in a group or rehearsing for group based performance, turn taking, sharing and listening to the creative ideas of others.
- Difficulties in communication. Many people with ASC are reluctant writers; some ASC adults describe struggling to understand why they were expected to write down something they already knew.
- Unusual patterns of attention, for example, total absorption in a favourite activity and fleeting attention to something that is not preferred. For example, fixation on a particular instrument may take focus away from the task request.
- Students may often experience sensory difficulties associated with music lessons, for example, through sensitivity to noise and consequent over-stimulation.

Students with ASC are often helped by:

- Physical demonstrations, visual cues, repetition.
- Sensitive adults who recognise overstimulation and allow breaks
- Use of headphones
- Warnings of loud or unexpected sounds
- Making large body movements to then create smaller motor control movements to gain instrumental control.
- First / then structures
- Choosing boards