



MUSIC POLICY

INTRODUCTION

Music is a foundation subject within The National Curriculum. This policy outlines the purpose, nature and management of the music in the school.

Music also links in with outreach through the role of Advanced Skills teacher in other schools, plus inclusion when working jointly with other schools on musical activities.

Music links to other School policies via a topic approach to teaching which is relevant to each class. This also includes the development of Creativity through Art, DT, Language and Humanities, also addressing community cohesion and cultural diversity.

APPROACH AND NATURE OF MUSIC

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. It helps bring 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 the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment, thus supporting the aims and philosophy of the school.

At Spring Common, music is fully inclusive for all the pupils to have access to and enjoy. Music is timetabled across the school - its unique contribution is both recognised and valued, and seen in the context of the life of the school as a whole.

TEACHING MUSIC TO CHILDREN WITH AUTISM SPECTRUM CONDITIONS (ASC)

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.
- 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

AIMS

The aims of the music curriculum are to:-

- Enable pupils to develop an understanding of, and to enjoy music through active involvement in listening, composition and performance, and to heighten their sensitivity towards it.
- Provide an opportunity to 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.
- Provide a sensory approach to music education.
- Enable pupils to work together and to co-operate with each other when listening to, composing and performing music.

- Enable pupils to listen to their own performances, as well as others, and to evaluate their performances.
- Develop individual skills and confidence of the pupils.
- Use a range of tuned and untuned classroom 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 communication skills.
- Provide enjoyment and a lifetime interest.
- Develop a curiosity and promote the asking of questions.
- Improve self-awareness and a better understanding of the musical environment as a whole.
- Develop respect for music, as well as self-respect.
- Develop performance techniques and traditions.

CURRICULUM DELIVERY

- Following the National Curriculum and the ‘P’ levels.
- Ensuring that sufficient teaching time each term is spent on the teaching of music.
- Using relevant, stimulating and constantly updated resources.
- The reinforcement of skills.
- Attending relevant courses to update and extend teacher knowledge.

These help support and augment the aims of the school, which are:

- To develop the pupil’s knowledge and skills, and widen their experience and understanding.
- To promote the spiritual, moral and cultural development of our pupils.
- To prepare pupils to enter adulthood confidently as active participants in society.

CURRICULUM ACCESS

All pupils will be taught the Knowledge, Skills and Understanding of Music, as outlined in the QCA Programmes of Study in The National Curriculum for Music.

There are two areas, encompassing the programmes of study. These are ‘Knowledge, Skills and Understanding’ in which performing, composing and appraising skills are taught - and ‘Breadth of Study’ which includes these and allows for a wider range of music to be included into each musical topic.

The programmes of study are:

- 1 **Performing Skills:** where pupils are taught to sing, play some instruments and to practise, rehearse and present performances to an audience.
- 2 **Composing Skills:** where pupils are taught to create musical patterns, improvise, explore, choose, combine and organise musical ideas within musical structures.
- 3 **Appraising Skills:** where pupils are taught to express and improve ideas by exploration, language or movement and finding ways to improve their own and others' work.
- 4 **Listening, and applying knowledge and understanding:** in which pupils listen to details and recall sounds with increasing aural memory, learn how musical elements can be used in musical structures, including different ways to produce sounds, as well as knowing how music can be used for different purposes.
- 5 **Breadth of study:** where pupils are taught the knowledge, skills and understanding through performing, composing and appraising, working on their own and in groups when responding to different musical starting points, using ICT and experiencing live and recorded music from different times and cultures.

PROMOTING KEY SKILLS THROUGH MUSIC

English: Pupils regularly use words of songs projected onto a large screen and use the Internet to search for songs and information relating to the subject. Orally, they sing and/or sign words and are asked all types of questions, needing responses. Rhymes and rhythmic speaking are also used helping to aid language development. The use of Makaton signing is encouraged during songs.

Mathematics:

Number and counting songs are used, mainly in Key Stages 1 and 2 and these progress into rhythmic elements, needing careful and exact counting. Time, measure and silence also aid this strand.

Science: Music contributes to the teaching of science by studying sound and how it is produced, as well as the science of acoustics, sound volume and the dynamics of the human ear.

ICT: ICT is used to strengthen musical learning through the use of specifically designed software. The Internet is used for research, lyric finding and downloadable music programs. Images and graphics relating to each topic are stored on the computer and projected onto the screen. Electronic instruments, Soundbeam and the hi-fi sound system all contribute towards the learning and use of ICT.

Humanities:

Humanities is addressed regarding music from other countries, cultures and traditions, as well as instrument origins

Art:

Music and art complement each other very well, especially when looking at styles from a particular period and displaying relevant artwork as a focus for music participation and listening. This is achieved with the sensory music topic planning each term.

PSHE:

Music makes its contribution by allowing pupils to experience music as a group as well as individually. The social element of music experience is one that strengthens not only social bonds but the individual's sense of place and value within the listening and performing context. The value of the music experience within society cannot be undervalued, and helps individuals to build confidence and communication skills. Music has long been recognised for its beneficial and therapeutic values, and this plays a vital part in forming a healthy and whole human being.

Spiritual, moral, social and cultural development:

Music allows pupils to experience its effects, taking them into a "different world" and helping them to reflect on their own thoughts and feelings. It provides them with an opportunity to express their feelings and what they make them want to do. As well as enhancing communication skills it provides opportunities for pupils to work in groups of all sizes and mixes, as well as forming a bond with music, especially the recognition of the richness and diversity of their own and other cultures through the medium of music. Cultural diversity and community cohesion are addressed through the understanding that there is a common vision and sense of belonging for all communities where the diversity of people's backgrounds and circumstances are appreciated and valued. Similar life opportunities are available to all pupils where strong and positive relationships exist and continue to be developed within the school and the wider community.

PRESENTATION AND IMPLEMENTATION

Pupils in KS2 and KS3 receive hourly Music lessons weekly. Members of classes 10 and 11, who attend Music, receive 2 hourly Music lessons weekly.

Upper school and lower school singing assembly take place weekly, where singing together and Makaton signing are encouraged. Both familiar and new songs are sung at assembly.

Lessons are held in the music room, and occasionally the hall and classrooms. Extra-Curricular clubs such as 'Choir' and 'Guitar club' have been and will continue to be provided.

HOW MUSIC IS TAUGHT

Music is taught with a vocal and instrumental use, defining key musical elements and exploring all styles of music. Performing, listening and composing are all key components throughout the music curriculum. Use of symbols and Makaton signing is prominent.

Music is taught to each class as a multisensory topic. Differentiation is according to age and range of special need within this topic. The content of each medium term plan is directly linked to the resources, providing a full multisensory experience for each pupil, regardless of ability or special need. To further enhance music teaching, computer images, internet use, sound files, CDs, DVDs and videos are projected onto a large screen, providing wide sensory access.

INTERNATIONAL LINKS

There is an International multisensory topic at least once a year so that pupils can experience and understand music from other places and cultures, helping to promote cultural diversity and community cohesion. This is also brought into assemblies and group performances outside the music room. We have made links with International music groups for some time, and several of these music groups have visited Spring Common to present performances and workshops to the pupils. The long term planning of music will make full use of cross curricular and multicultural opportunities.

RESOURCES

A wide and expanding range of musical resources are available for pupils to experience the vast scope of music, including music from different times, cultures and styles, and particular elements are used as a termly focus by using these. Pupils are also encouraged to evaluate their own work and performances. There is a range of classroom instruments, electronic keyboards and an impressive sound system which is able to recreate musical sounds in surround sound. There is also an extensive collection of CDs and DVDs to enhance each topic area and ICT is widely used in all musical topics. Instruments are very easily accessible for all pupils and are mainly stored on trolleys, and there are three pianos in school – in the music room, Lower and Upper School halls.

PRODUCTIONS

There is a large musical production each year – the Upper and Lower School work together as one to perform in front of parents and visitors from other schools and organisations. This also includes an annual Christmas Sing-along, plus a Nativity which is performed by Lower School pupils in the Upper School Hall. There are also occasional visits from bands and instrumental/theatrical groups and an International topic one yearly minimum.

COLLECTIVE WORSHIP

Music is an important element in collective worship and special assemblies, and staff make use of this facility. It is also used when addressing Spiritual, Moral, Social and Cultural issues, especially when learning about religious festivals, values and the environment. Singing assemblies take place on a weekly basis – one for Upper and one for Lower School.

CURRICULUM

Spring Common Academy Trust supports a fully inclusive Music curriculum, and all pupils are able to access this, with all ranges of special need catered for. Each pupil is able to work within their own level of ability and to fully participate and enjoy a rich diversity of musical experiences. This also includes outreach and inclusion work where pupils can visit other schools and establishments in the community, sharing their music, as well as visits from other schools to join our lessons and musical activities. Pupils are also encouraged to participate in county run events such as the Music Festivals.

SOUNDBEAM

The Soundbeam enables pupils to produce musical sounds via a laser beam. This can range from tiny eyelid movements to obtain notes, to musical compositions of varying complexities, also including dance within the beam. All pupils have access to the Soundbeam, although its main use is with encouraging pupils with profound and multiple learning difficulties to create their own music by deliberate body movements. This is located in the Lower School and training has been given to staff in its basic handling and use. Training is continuous to include progression and breadth as to its use.

THERAPEUTIC MUSIC

Music is also taught in a therapeutic manner. This aids the learning of music through sensory and relaxation means, and is often accompanied by the giving of choices and repetition. Picture Exchange Communication System (PECS) and a highly structured format are often used for pupils with Austistic Spectrum disorder and can also be effective for pupils with EBD. Many pupils need specific strategies to help them, and this is achieved on an individual basis according to ability and range of special needs, which is addressed during each lesson. Liaison with class teachers and their policies regarding the special need range within their class is essential for successful and appropriate teaching. These special needs include, MLD, SLD, PMLD, ASD, ADHD, and EBD, as well as taking into account physical disabilities.

PLANNING

Medium term plans for each topic and class group are prepared on a termly basis, and it is through these that continuity and progression are taught. The plans are formulated using the National Curriculum QCA Programmes of Study. Planning is focused on using the elements of music such as 'Pitch, Tempo, Dynamics, Rhythm and Timbre'. Through these elements, pupils are introduced to performing, listening and composition; experiencing many types of genre and music from different cultures.

OUTREACH

Outreach work is carried out by arrangement.

PROGRESSION

In music, the level descriptions show progression in the aspects of the knowledge, skills and understanding set out in the Programmes of Study. Each level in music begins with an overarching statement, which identifies the key characteristic of attainment at that level. Progression occurs within each level in terms of pupils' increasing confidence, independence and ownership. It also occurs within and across the levels in terms of the demand and range of the learning and the quality of the response. Progression can be seen by presenting many different activities following the Key Stages in the National Curriculum, and the achievements are measured in 'P' scales (1 to 8) and National Curriculum levels (1 to 4).

ASSESSMENT AND RECORDING

This is continuous, being monitored and reviewed termly for each individual pupil via the B Squared system. Some assessment sheets are used, as appropriate and videos of achievement are currently being developed. Pupils are encouraged to evaluate their own work and record their own achievements in their Record of Achievement file. Annual summary records are completed for each pupil and stored on the School's Network via the computer, as well as a paper record on file.

REPORTING TO PARENTS

Progress, assessment, National Curriculum and 'P' levels are reported to parents at Parents' Evenings, which are held on a termly basis.

HEALTH AND SAFETY

Health and safety is addressed by the maintenance of electrical equipment, the disinfecting of small instruments, minimal movement of large pieces of equipment, easy access to fire exits and extinguishers, and the supervision of work spaces. The department follows the guidelines laid down in the County Health and Safety Manual and comes under regular school Trustees monitoring. A risk assessment has been carried out for the music room and individual risk assessments will be carried out as required.

REVIEW

This Music Policy will be reviewed on an annual basis by the Music Co-ordinator and the Trustees's Curriculum Committee of the school to assess its effectiveness. Appropriate changes and adjustments will be made as necessary.

LONG TERM PLAN FOR MUSIC

Class	Autumn Term	Spring Term	Summer Term
3	The Tudors	Weather and Seasons; Rhythm	Rivers and Coasts, Pitch
4	Ancient Greece; Tempo	Environments; Rhythm, Tempo, Pitch	The Vikings; Dynamics
5	The Victorians	Going Abroad, European Music	Looking after the Environment
6	Revolution and Restoration	Our World; Music Today	Egypt, Pitch and Timbre
7	Medieval Times	The British Isles; Traditional Music from the British Isles	Natural Disasters, Dynamics
8	Britain 1500-1750	Going Abroad; African Drumming, Rhythm	Britain 1750-1900
9	Britain since 1900	The Americas; Timbre	Environmental Change
10+11	AQA Unit Award/ Arts Award	AQA Unit Award/ Arts Award	AQA Unit Award/ Arts Award

Policy agreed on: JULY 2015

Signed on behalf of the Trustees _____

Committee: CURRICULUM

Author: EMMA QUINN

Review date (optional): _____

Website **Y**/N