



MUSIC POLICY

Policy for Music

1. Introduction:

The purpose of this policy is to outline the procedures and practices that inform the way Music is taught throughout The Beacon .

Pupils at The Beacon all have special educational needs and therefore our philosophy is to endeavour to differentiate courses which allow them to access the National Curriculum at a level appropriate to their needs. Music works alongside the Curriculum to enhance learning and enable pupils to have experiences that will develop social skills, independence, imagination and understanding of the world and others. Music can be an integral part of all lessons in one way or another as well as independent music lessons and therapy which also form part of the school's Curriculum. 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 the home, school and wider world.

2. Entitlement

All pupils irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. Their entitlement is to receive a broad and balanced curriculum; in Music this would be through a rich and varied breadth and balance of musical genres which enable them to express themselves creatively, imaginatively and to communicate with others effectively.

Teachers provide an environment which sets suitable learning challenges for every pupil, which gives every pupil the opportunity to experience success and achieve the highest possible standards. Content of lessons is differentiated to allow access to key learning objectives to all pupils and takes full account of pupils' prior learning experiences. Where the pupils needs necessitate extra support or challenge, resources and expertise are used to provide this.

In responding to pupils' diverse learning challenges, teaching takes account of the diverse needs and backgrounds of the pupils and a wide range of resources provide opportunities for learning. The ethos is one of equal access for all. The contributions of all pupils are valued and the pupils are encouraged to appreciate difference and challenge stereotyping.

3. Aims and objectives

Implementation

Music within The Beacon follows a learning model common to all subjects: small structured steps; targeted; repetitive and skills based. The four fundamental areas of music teaching at The Beacon are listening, composing, performing and appraising. At The Beacon school the Music curriculum aims to enable each pupil develop within their potential, skills that he/she needs to independently access a wider world. This is recognised by activities in turn-taking, listening, performing and evaluation. Music is taught to all pupils at KS3 and can be chosen as an option in KS4.

Parent and community links

At The Beacon there is a continuous development of links with parents and the community. Parents are invited to various performances held throughout the year. They can express any concerns at parents evening or through the home school book. In the community performances are held at a local retirement home for patients with dementia, the local church is also used for Christmas productions and is supportive of the school. There are various one off performances that also take place subject to the need and requirement.

Curriculum

Pupils are taught basic skills in music and therefore follow a Key Stage 1-3 curriculum depending on ability and prior knowledge of music. The National Curriculum for music is modified to meet the needs of the pupils and falls into four strands:

1. Listening and applying knowledge and understanding
2. Controlling sounds through singing and playing-performing skills
3. Creating and developing musical ideas- composing skills
4. Responding and reviewing- appraising skills

Lesson content will reflect any or a combination of these four strands and looks at sub-strands such as texture, timbre, rhythm, pitch, tempo, duration and dynamics.

Aims

Music at The Beacon aims to:

- make each pupil feel included, secure, valued and confident in each lesson
- experience a sense of pride and achievement in their own work
- demonstrate their ability in an area not dependent on language skills
- improve listening, concentration and attention skills
- develop imitation skills
- produce sounds and develop expressive language

- practise turn-taking
- choose, discriminate and justify decisions
- experiment and try new ideas where there are no right or wrong answers
- develop coordination and functional fine motor skills
- encourage cooperation, tolerance and a willingness to work with others
- develop self-discipline and self-confidence
- foster community involvement
- be involved in activities that may provide a fulfilling hobby or pastime and promote lifelong learning
- learn about cultural differences and similarities in music

Objectives

The learning objectives should be relevant for each pupil at each stage of their learning and development. All pupils deserve to

- be set appropriate learning challenges and maybe linked to the individual's IEP targets where appropriate;
- taught in accordance to the individual learning styles and differentiated at every stage possible
- appropriately supported by adults during lessons and in small groups.
- Develop skills in ICT through the use of music programming software
- Develop each of the interrelated skills of performing, composing and appraising in all activities
- Use various methods of communication through symbols, signing and verbal language where appropriate

4. Contribution of the subject to pupils spiritual, moral, social and cultural development

Pupils will be given opportunities to develop community cohesion throughout the music curriculum. Through partnerships with organisations such as SoundHub pupils will work with those of different spiritual, moral, social and cultural values to their own and will develop an inclusive project with other subjects.

Through music pupils will be made aware of the school's values surrounding a diverse, inclusive, tolerant and equitable society. Music gives pupils opportunities to express their own identity and appreciate others. When learning about other cultures and their differences in music, pupils will gain a cultural appreciation and respect for different viewpoints. By making comparisons between their own culture and that of others, pupils will recognise commonalities.

Pupils will develop team and communication skills through composition and performance. They will work in small groups to create and perform their own music throughout the year. At times the teacher will delegate specific 'leaders' in such groups where peer learning, leadership and responsibility can take place. Pupils will therefore learn the skills of mediation and working collaboratively. Finally, using the skills of

appraising, pupils will have the opportunity to discuss which aspects of certain lessons went well and which aspects they might like to do differently next time.

5. Subject co-ordination

The monitoring and evaluation of the subject will be broad based and will include:

- Ongoing review of standards of attainment via tracking of pupil progress and analysis of data, focused work scrutiny and curriculum planning (medium term plans).
- Data will be analysed by the subject coordinators and areas identified for development will be targeted through action plans and a range of intervention programmes.

6. Assessment

For pupils with Profound and Multiple Learning Difficulties (PMLD), teaching staff recognise that there is a progressive range of key skills through which attainment can be recognised.

These skills are as follows:

Encounter- Pupils maybe present during an experience or activity without any obvious outcome although for some pupils their willingness to tolerate a shared activity may in itself be significant.

Awareness- Pupils appear to show awareness that something has happened and notice, fleetingly focus on or attend to an object, event or person.

Attention and Response- Pupils attend and begin to respond, often not consistently, to what is happening, demonstrating the beginning of an ability to distinguish between different people, objects, events and places.

Engagement- pupils show more consistent attention to, and can tell the difference between specific events in their surroundings.

Participation- Pupils engage in sharing, taking turns and the anticipation of familiar sequences of events, although their responses maybe supported by staff or other pupils.

Involvement – Pupils actively strive to reach out, join in or comment in some way on the activity itself or on the actions or responses of the other pupils.

Gaining Skills And Understanding- Pupils gain, strengthen or make use of skills, knowledge, concepts or understanding that relate to their experience of the curriculum.

Many pupils with PMLD may be working at these levels for many years, in some cases all their school lives and therefore a range and breadth of contexts in which pupils are offered a variety of activities, resources and environments appropriate to their age, interests and prior attainments is vital in order that pupils' access to new knowledge and understanding is extended. As important as breadth of curricular content is skill development and it is recognised that repetition is a vital tool that encourages enjoyment, engagement, participation and involvement. It enables pupils to gain and practise new

skills and to maintain, combine develop and refine, transfer or generalise existing skills and reactivate skills gained previously.

With reference to The Beacon's assessment for learning policy, pupils will be assessed in a number of ways including;

Observation- photographic and media evidence

Peer assessment

Self-assessment

Written work

Teacher assessment

- Reporting is on a bi-annual basis during Open Evenings and annually through a written report and the Annual Review. The home/school contact book provides an ongoing exchange of information between home and school.
- Feedback to pupils about their progress is through verbal and written comments. Suggestions are made as to how pupils can reach certain targets where necessary
- Pupils are also assessed in all three attainment targets against NC and P level descriptors. Progress is tracked using a dedicated software package- B Squared.

7. Resources/training

- The school has a wide and continually increasing range of resources being purchased in order to meet the varying needs of all pupils. The resources are regularly reviewed and updated and are becoming steadily more multi-sensory and interactive in order to meet the more complex needs of the newer intake of pupils.
- Resources needed are identified through subject reviews, discussion with staff and action plans. Priorities are then set according to need and budget available. The subject coordinators undertake audits and monitor use of resources. There is a need for music technology to be particularly developed. There is also a need for developed in regards to peripatetic lessons.
- Is accessed particularly through SoundHub and also other providers.

Health and Safety

- Electronic equipment will be checked and handled as stated in 'The Beacon s' Health and Safety Policy'.
- Teachers are to be aware of the suitability of materials used if instruments are made in school.
- Teachers need to be aware of the need to sterilise mouth instruments - general hygiene principles to be enforced.

The Beacon is committed to achieving Best Value in all decisions made. We use the principles of Best Value as they apply to securing continuous improvement in this school and will have regard to the Best Value Statement as agreed by the Finance & Asset Management Committee Governing Body.

Single Equalities Scheme impact Assessment (Equalities Act 2010)

This policy has been developed to ensure that there is no negative or adverse impact on any individual or group in terms of disability, race, belief, gender, sexual orientation or age. All opportunities for potential positive impact on individuals, groups and the community are embedded within the ethos, vision and values of the school.

Date: Sept 2016

Review Date: Sept 2018

Lead Person: Allen Ince

UPDATE SCHEDULE

Version	Reviewed	Reason for Update	Next review date
1	Sept 2016	New Policy	Sept 2018