



Park Lane School
Creativity
Music Policy
September 2022

Rationale

Since January 2020, subjects other than English and Mathematics, have been drawn together into four key areas, called Values. These areas are Challenge (D&T, ICT and Science), Creativity (Art, Music and Drama), Individuality (P.E., PHSC and SRE) and Community (R.E., History and Geography). At Park Lane School we value Music because it is a powerful and unique form of communication that can change the way pupils feel, think and act. We also believe it increases self-discipline and creativity, aesthetic sensitivity and fulfillment.

Aims

- To foster pupils' sensitivity to, and their understanding and enjoyment of music, through an active involvement in performing, composing, listening and appraising.
- To encourage responses to music through vocalisation or body movements, as a medium of expression and communication
- To help pupils to develop the ability to listen to and appraise music, including a wide variety of traditions and cultures
- To develop the use of instrumentation and to experience a wide range of instrumental music, both recorded and live.
- To experience a wide range of vocal music, both recorded and live, and to develop singing skills.
- To make appropriate use of Information Technology to create and record music.
- To encourage the pupils to develop their imagination and to express personal thought and feeling

What is Music?

We understand music to be:

- An expressive art through which one can communicate and share sounds regardless of age, gender, race or class (key skills – *communication*)
- A vehicle for personal and communal expression through performing and composing (key skills *working with others*)
- A fundamental and life enhancing experience which is practiced in all cultures and societies (key skills – *improving own learning and performance*)
- An assistance with artistic and aesthetic development through a cross curricular and multi-cultural approach (Key skills – *creative thinking skills*)

What has been done since the last inspection?

A continuing revision of the creativity medium term plans, allows for staff feedback and suitable revisions to ensure that the curriculum is accessible, challenging and forward moving.

Supporting documents have been provided for staff to allow them to develop their subject knowledge alongside teaching skills.

Training for the music co-ordinator from Love Music Trust to keep up to date with the National Curriculum and the suggested model music curriculum.

How is the subject taught?

We are currently delivering all our own music sessions within class groups. The medium term Creativity plans reflect this and contain musical activities from KS1-3, with supporting documents where needed to allow for development of staff musical skills. Music is taught in Creativity sessions according to the individual timetables of classes. Currently 2 classes are receiving instrument tuition from Love Music Trust specialist teacher.

Pupils in the EYFS have planned activities focused on music with cross curricular links, e.g. songs and rhymes linked to numeracy and literacy.

Pupils in Treacle class follow ASDAN and cover activities in the expressive arts section of the qualification.

Pupils in the 6th Form have weekly Recreation and Leisure sessions where they can choose to listen to different types of music. The upper 6th Form also have a weekly cultural appreciation session where they experience music from different countries.

All pupils in Barnaby class (those with complex needs and of mixed ages) are given opportunities to listen to music during leisure time. This music comes from a wide variety of genres and cultures, to allow children to develop choices around the type of music they enjoy and demonstrates this to staff. This is an important aspect of their communication.

Long Term Planning

Teachers in key stage 1, 2, 3 & 4 plan their curriculum through cross curricular topics which include music. There is a long term curriculum plan for music to ensure that there is coverage and development of skills and knowledge over time.

The EYFS scheme of work is devised by the Foundation Stage teacher and is wholly cross curricular. The teacher addresses music concepts through planned activities within the different curriculum areas. Music therapy is delivered weekly.

Medium Term Planning

Medium term plans are written by the music co-ordinator and form part of the Creativity

Medium Term plans. They broadly link to the topic cycles and allow for breadth and depth of coverage over the children's time at Park Lane School.

Assessment and Progress

Pupil achievements, progress and experiences in music are recorded on Evidence for learning as written observations, photographs and videos. Progress is reported to parents through Annual Review Reports. The Sounds of Intent proforma is also available to use for assessment.

Monitoring

In KS1-3 teachers complete an evaluation of term's curriculum on the school server which the coordinator can access to monitor what has been taught and how successful sessions have been. These include details of activities that have been carried out and any comments concerning the topic. The music coordinator can also access Evidence for Learning and see observations and assessments carried out.

Long term planning

Key stages 1, LKS2, UKS2 and 3 have a two year rolling plan, with the introduction of a 3rd year at KS3. The music coordinator writes schemes of work for Key stages 1-3 as part of the creativity group of subjects.

Short Term Planning

Details of individual lessons for the whole class, group or individuals are included on each class's weekly Forward Plan and lesson plans are written as required.

Resources

Resources are kept in the alcove next to the Sensory room. Music Therapy is also offered to selected pupils on a Tuesday or Friday.

Classes also have their own supply of basic percussion instruments. Love Music Trust also provide a grant for music based activities.

Sensory Music sessions are run by the School Music Co-ordinator for pupils working on the engagement profile, though currently just those within Barnaby class due to the nature of their need. Support is offered to those staff teaching children also at a sensory level to provide appropriately levelled activities.

The school also has a store of song books, song sheets and copies of Music Express, which provide additional resources for class music sessions.

The school music co-ordinator is able to discuss with staff their individual needs and order resources accordingly. Love Music Trust tutors provide bespoke training for the classes they teach.

Reading and Music

The use of reading in a variety of ways is a part of the holistic nature of music teaching. Pupils are given opportunities to practice their reading skills from early choice making of instruments then photos into symbols and the written word. They are also introduced to the use of graphic scores, letter scores and when appropriate, standard musical notation. This will be done based on teacher assessment, in conjunction with the music co-ordinator, to provide appropriate level reading.

Equal Opportunities

Music is offered to all pupils regardless of their gender, race, religious belief, and disability. Within the schemes of work, music from a range of cultures – European and non- European is studied. The music work that is carried out in school is always of a practical nature. This ensures that all students can take part. The resources are monitored to ensure they are appropriate to the students and class teachers can approach the co-ordinator to request specific equipment if needed for specific pupils.

Health and Safety

Teachers are aware of health & safety issues relating to the use of music and instruments and there should be comments reflecting these issues in the schemes of work. Due to the nature of Covid 19, Music Therapists wear masks during the delivery of their sessions. Sing and Sign sessions occur via Zoom or Teams to allow children to join in with others without the risk of cross bubble contamination.

Preparing for Adulthood

Preparation for adulthood is not something we should only think about at school transitions such as the end of each key stage or post-16 planning. Preparation for adulthood should be a continual process for the child and young person that happens at the end of each lesson, topic, unit of study and school day

Reporting to Governors

The co-ordinator is available to write a short report in the autumn term each year to inform Governors what has been achieved in Music over that year.

This Policy was reviewed in September 2022

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Music Co-ordinator