

Music Policy

Evergreen Pupil Referral Unit

2023

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Evergreen Music Policy

1. Our Intent

Our curriculum is designed with the children, who arrive at Evergreen, firmly in mind. Unfortunately, our children, join us from a wide range of schools, academies and settings and many may already come with a significant negative view and experience of themselves, the curriculum and wider education. Our children come to Evergreen from across the city, with some from beyond its boundaries with varied experiences of different and diverse curriculums and expectations.

As Evergreen provides short-term placements for children who are either excluded at risk of exclusion, or with us for a limited period of time as they transfer into the city. The work at Evergreen may first focus upon specific improvements for the individual regarding their attitudes, behaviour and/or attendance. As a result, Evergreen, in the first instance will set objectives and provide support, related first to the reasons why the child is placed at Evergreen, the needs of the pupil, the duration of placements and if on transition, the proportion of time that pupils stay with the provider each week.

To support our children, it is important that the teaching and learning of our curriculum is flexible, personalised and adapted, especially if we are to meet the wide range of needs that arrive at Evergreen. It is also important as after they spend time with us, many children will move on to new schools and again experience further differences and expectations.

Music is important because it can provide fulfilment throughout life. It is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.

Listening to and making music fulfils an instinctive human need for self-expression and creativity. It stimulates responses on both emotional and intellectual levels. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject.

Musical activities include performing vocally or with instruments, exploring sounds and composing as well as listening and responding to music of different styles and cultures. All these activities involve the musical elements of pitch, duration (rhythm), dynamics, tempo, timbre, texture and structure.

To support all our children and to support their eventual reintegration, whether that is back to mainstream or onwards to specialist provision, it is important that our curriculum is based on and aligned with the objectives and outcomes of the National Curriculum.

We aim to:

- Give every child the opportunity to experience enjoyment through a variety of musical activities and to respond to musical emotions.
- Develop a child's understanding of music through these activities.
- Help children of all abilities develop positive attitudes and to experience success and satisfaction in music.
- Develop social skills through co-operation with others in the shared experience of music making.
- Develop an understanding of musical traditions and enhance performance skills by learning and performing music in a variety of cultures.
- Give children the opportunity to perform music both vocally and with instruments.
- Encourage the children to explore a wide range of sounds.

- Give them the opportunity to compose music and express their ideas and feelings through music.
- Experience listening to music of a variety of styles and cultures.
- Develop a child's appreciation of the richness of our musical heritage.
- Provide an array of performance opportunities so children can feel part of a community.
- Encourage high standards in performance.
- Be motivated to enjoy and succeed in music.
- Encourage children to express ideas and opinions about music.
- Give each child the opportunity to develop their musical talents
- Develop an appropriate vocabulary to help them understand and discuss their own work and that of others

2. Implementation

Children, who arrive at Evergreen, join us from a wide range of schools and academies and do so after experiencing a range of different curriculums and expectations. Many of our children enter Evergreen working below age-related expectations. To support our children, it is important that teaching and learning is adapted, flexible and delivered according to the diverse needs of our pupils,

Although we follow and align with the outcomes of the national curriculum, the implementation of our curriculum has to be different from that delivered in mainstream or dedicated specialist settings and we adapt the curriculum accordingly to the needs of children.

Evergreen is dedicated to delivering a broad and balanced curriculum, even though we are very aware that the majority of our children will be not able to follow it in its full entirety, either due to their bespoke academic level and need, attitudes to learning, attendance or according to transition expectations. Our curriculum is implemented and adapted to re-engage learning, motivate and inspire and reignite the joy of learning and ensure that children make the most of their time at Evergreen.

We implement this by providing:

- A sense of achievement - individual and collective.
- Social skills such as co-operation, tolerance, self-confidence and perseverance.
- Coordination of fingers, hands, arms, lips, cheek and facial muscles develops greatly
- Ability to use other languages to describe emotions
- Ability to read notation and to discriminate
- Listening skills and sensitivity to sounds
- Imagination and inventiveness
- Ability to analyse and solve problems
- Concern for accuracy
- Ability to memorise
- Develop attention to detail
- Communication skills, self-discipline and self-evaluation

3. Impact

Impact	
<p>The key measure of impact will be the progress made by pupils from their individual starting points. Methods for assessment are outlined in our assessment policy.</p> <p>We will further evaluate the impact of our curriculum by using the methods outlined in the table below.</p>	
Intent	Measure
<p>Develop, maintain and reinforce positive behaviours and personal dispositions by showing children new ways of getting on in learning and relationships and by breaking old habits and behaviours.</p>	<p>Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>
<p>To inspire and motivate and support children to bridge gaps in learning and re-engage children by building on the talents and skills children already have.</p>	<p>Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>
<p>Enable children to explore their world through an accessible, fulfilling and exciting, experiential curriculum.</p>	<p>Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>
<p>To support a change in children's self-perception as learners and enable progress from their individual starting point with a focus on facilitating the development of English and Mathematics.</p>	<p>Curriculum opportunities and experiences Observations, moderation and review Head Reports Pupil Progress Meetings MAPPS/Data PASS/ Pupil Voice Attendance Destinations Governor visits Work scrutiny Attendance</p>

4. Music Curriculum

At Evergreen children are taught music using the Charanga Music Resources. These resources are used to teach and support children to develop and use their voices expressively and creatively by singing songs and speaking chants and rhymes play instruments. To listen to and understand a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.

Exploring and Using Media and Materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with form and function.

Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

5. Principles of Teaching

The Music Curriculum has been developed to integrate national guidelines with class topics and themes (cross-curricular links) Evergreen have subscribed to the Charanga scheme of learning, which is delivered by class teachers on a weekly basis.

Adaptations in planning are achieved by resource, task, support and outcome through teachers' delivery of the Charanga planning.

All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.

During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children have the opportunity to work in groups of both mixed and same gender and ability.

Pupils with are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.

Children who demonstrate a talent for music through musical skills beyond their age will be given extra challenges through adapted work, questioning and possible further opportunity. Pupils' achievements are celebrated through possible performance opportunities.

6. Health and Safety

- Instruments are put away carefully after each session unless on display or in use the music area.
- Instruments are stored appropriately according to size, weight and shape.
- Children are encouraged to take care when transporting instruments.
- Children are taught not to step over instruments and to handle all instruments with care and respect.
- Extra care is taken with electrical equipment and children's attention drawn to the potential dangers posed by electric sockets, plugs and cables and the misuse of electronic instruments.
- Appropriate steps are taken to ensure hygienic use of blowing instruments.

7. Inclusion

Evergreen will aim to provide a broad and balanced curriculum for all children so that they achieve and be successful within the curriculum. Staff at Evergreen will adapt the curriculum so that children can achieve according to their abilities.

We will identify which children or groups of children are underachieving and take steps to improve their attainment in liaison with the SENCo.

8. Equal opportunities

Evergreen has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. To engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources, which represent the diversity, and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem but also to assist in the learning of English.

9. Moderation and Leadership of the curriculum

The Leadership team and the Academy Council are responsible for monitoring the impact of the school's music curriculum both in terms of social outcomes and academic progress.

The head of the school is responsible for the day-to-day organisation of the Music curriculum. Due to the very small staff size, class teachers monitor the impact of learning and the coverage of the curriculum in the base for which they are responsible. They monitor curriculum planning for their base, and ensure that all children are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged to apply and deepen their learning.

Senior leaders and teachers work together to inspire learning in each base and monitor how their base is taught. Senior Leaders examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Senior Leaders have the responsibility for monitoring how resources are used. Curriculum monitoring for each base is completed by teachers with the full

support of senior leaders who together identify the strengths and actions for further development in that base.