

MUSIC POLICY

RATIONALE

Music is a powerful medium for communication between people of different ages, cultures, social backgrounds and abilities. The art of music is the aesthetic organisation of sound using the elements of rhythm, pitch, dynamics, timbre and texture, within a variety of structures.

There is evidence to show that musical skills are transferable, promoting cognitive and physical development and evoking profound emotional response.

Music is an integral part of daily life and routines of the pupils at St. Nicholas. It gives an aural and kinesthetic punctuation to the day, helping to define routines such as greetings, time to sit together, tidying away, dinner and the end of the day. It is a fully inclusive activity, allowing all the pupils to participate regardless of ability. It is used as a powerful agent of non-verbal communication, co-operation and pleasure. It is a vital tool to language development.

Pupils who find spoken language difficult may chant or sing in a language far more complex than language that they can construct themselves. Similarly, mathematical skills such as pattern making, counting and grouping are more easily learned through song and rhythm. Pupils can identify more with school and behavior can improve when music is a strong part of daily life.

Music therapy is an important part of school policy, to promote emotional, spiritual and social well-being (see the Music Therapy Policy).

Successful participation in music develops pupils' self esteem, confidence and learning skills. It promotes teamwork, turn-taking, sense of leadership and allows cross-curricular learning. It is an effective medium for self-expression, engenders enjoyment, enhances co-operative working and promotes a sense of community.

Above all, St. Nicholas School pupils should gain delight, enjoyment, satisfaction and a love of music by becoming involved in its language and literature, through performance, composition, listening and appraising and by developing sensitivity and critical faculties.

AIMS

- To develop pupils' skills, knowledge and understanding in performing, composing, listening and appraising
- To develop pupils' understanding of how music can take a variety of forms and that music can reflect other times and places.
- To develop pupils' independence, self-esteem, motivation and empathy with others, including the ability to work with them.
- To develop pupils' leadership and teamwork skills, improve their confidence and their ability to turn-take.
- To give every pupil the opportunity to communicate in non-verbal sound making.
- To give every pupil the experience of enjoying musical sound.
- To use music as a cross-curricular activity as well as a way of making sense of their experiences.
- To develop a positive attitude to music, leading to a lifelong appreciation.
- To provide opportunities for pupils to explore music individually and in groups.
- To ensure a culture of acceptance and success, despite different levels of ability.

TEACHING AND LEARNING MUSIC

We provide an integrated approach to teaching the attainment targets. Emphasis is placed on practical involvement by all pupils in composing, performing, listening and appraising through whole class, small group, paired and individual activity.

The learning process for pupils will be active and co-operative, involving them in:

- decision making
- problem solving
- refining and rehearsing
- presenting
- evaluating
- responding with feeling
- making music with commitment, sensitivity and accuracy
- directing and following musical direction

DIFFERENTIATION

The study of music engages pupils in a variety of planned activities matched to their age, stage, ability and needs. Through differentiation, teachers allow for the different pace at which pupils progress within the activities of composing, listening and appraising and will recognise pupils' preferred learning styles. The aim is to give all pupils the maximum opportunity for success and to reach their potential in the key areas of learning. In order to achieve this, it is essential to be aware of and build on individuals' previous experiences and achievements in music within and beyond the school.

GIFTED AND TALENTED

Once these pupils have been assessed, there are many opportunities within the school for the pupils to participate in, with the aim of improving their standard and widen their experiences in music.

Gifted and Talented pupils will be given the chance to become a Music Prefect in 2014; responsibilities may range from helping with the organisation of a musical event to helping with the technical side of a performance such as lighting, recording equipment or operating the PA system.

Clubs on offer include a pop-stars club, percussion(African, Samba, Steel), choir, drama, ukulele and recorder/ ocarina.

CURRICULUM PLANNING AND TEACHING

Music is taught throughout the school by a music specialist. There is a broad breadth and balance and includes singing lessons, listening and movement, use of ICT, signing, actions, role playing, improvising, performing, appraising, composition work and the playing of instruments.

Music also plays a large part in our assemblies, where the pupils are encouraged to join in with singing, learning new songs, singing in rounds and parts and performing with actions/ movement.

Teaching will be age appropriate, e.g. in the choice of nursery rhymes and number songs for pre-school, Reception and KS 1. A lot of the work carried out in music in these early years, focus on communication, team-work, confidence building, listening, choosing and turn-taking. Singing plays a large role in helping our pupils to achieve this, along with the playing of percussion instruments. Performing is encouraged, individually, as well as in a group and learning to listen to others. A lot of work is carried out on the Musical Elements, introducing pupils to loud and quiet, fast and slow etc.

KS 2 will see the pupils continuing their work on these essential skills and elements, with progression including more individual performances; singing and playing and appraising. Composition, which includes improvisation, is introduced along with the introduction of basic notation. KS 2 also sees the pupils learning about music from the different cultures, performing songs, listening and appraising and composing music to go with these stories.

In KS 3, the pupils will again carry all these skills and experiences forward, with a heavy focus on performing both in groups and individually. Composition also plays a large part in music in KS 3, with the pupils now being encouraged to compose independently, in small groups. Different genres will also now be introduced, ranging from classical to popular music. Here, the pupils are encouraged to carry forward and show progression on their appraising, composition and performance skills.

In KS 4, the pupils will focus on the learning of selected instruments for example, guitar, ukulele, keyboards, percussion, including Steel Drums.

COLLEGE GROUP 16 – 19 YEARS OLD

Pupils with P.M.L.D. receive two whole class lessons per week and also one to one sessions as well. These sessions see the pupils using percussion instruments, working on different rhythms and tempos. A microphone is used to record students' vocalising, which can then be played back, causing much excitement.

Higher ability students receive lessons on keyboards, guitar and singing. Performances take place regularly, where pupils will perform to each other and sometimes, to the school. They gain experience using the PA, disco decks, lights and microphones. Individual and small group sessions include the use of a 16 track digital studio. A CD is then produced of the students' work. Assessment is done through written, recorded and video evidence.

Sessions are delivered by staff at the College Group as well as the Music Specialist from the main school.

CROSS-CURRICULUM

Music is performed and carried out across all areas of the curriculum and delivered in each key stage by teachers. Music is a feature of our multi-faceted culture. It has the capacity to create an awareness of the positive and negative environmental impact of sound and can assist health education by enhancing quality of life through a sense of well-being.

Experiences in one curriculum area can stimulate and enrich work in another. Consequently, curriculum planning for music is linked to other areas of the curriculum where appropriate but includes independent subject based progression of skills and experiences.

ASSESSMENT RECORDING AND REPORTING

Opportunities for assessment are identified in schemes of work. Assessment is ongoing. Evidence for recording and reporting is gained from teacher observation and questioning, pupils' self-assessment and 'end results' such as scores and written work and recordings of performances as well as video evidence.

The Annual Review and Assessment forms will indicate the NC/ P level achieved and the level being worked at.

Assessment is seen as integral to teaching and learning. Information about pupils' attainment will feed directly into the planning process, in order to provide appropriately challenging and enjoyable work.

LINKS WITH THE COMMUNITY

We encourage students from our local colleges and Universities to work in school and have links with other local special needs schools for training purposes and concerts/ events. We invite local musicians to conduct workshops and share their expertise with us. We also plan for our pupils' to perform their extra-curricular work in the community (other schools, local churches, Age UK, etc.).

MONITORING AND REVIEW

This policy will be monitored on a yearly basis by the Curriculum Coordinator to keep up to date with any adjustments to statutory legislation or curriculum and any changes will go via the Governing Body when necessary.

EQUALITY, SAFEGUARDING AND EQUAL OPPORTUNITIES STATEMENT

St Nicholas School, in all policies and procedures, will promote equality of opportunity for students and staff from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of membership of any group, including gender, sexual orientation, family circumstances, ethnic or national origin, disability (physical or mental), religious or political beliefs.

St Nicholas School aims to:

- Provide equal opportunity for all
- To foster good relations, and create effective partnership with all sections of the community
- To take no action which discriminates unlawfully in service delivery, commissioning and employment
- To provide an environment free from fear and discrimination, where diversity, respect and dignity are valued.

All aspects of Safeguarding will be embedded into the life of the school and be adhered to and be the responsibility of all staff.

HEALTH AND SAFETY

All aspect of safety will be taken into account including handling instruments, volume and electricity and risk assessments will be completed where necessary.

LINKS TO OTHER POLICIES

Teaching and Learning Policy Esafety Policy Health and Safety Policy Safeguarding Single Equality Policy PSHEEC Policy Healthy Schools Policy Community Cohesion All curriculum Policies

CATHERINE JONES REVIEWED TERM 5 2015
