

## **Policy Connections**

This policy should be read in conjunction the Supplementary Guidance for Curriculum Policies (covering Philosophy; Ethos; Audience; Monitoring & Evaluation; Assessment, Recording & Reporting; and Supporting Learning Beyond the School).

## **Purpose of Study and Aims**

Music at the Loyne Specialist School is a foundation subject which seeks to develop creativity, confidence and a sense of achievement through the development of skills in listening, responding and performing as well as fostering enjoyment of music. The aims are to provide pupils with a range of experiences and activities:

- To enhance pupils' creative development by encouraging participation within a group or on an individual basis.
- To develop communication and interaction skills.
- To encourage pupils' listening skills.
- To encourage the development of skills in singing, playing instruments, composing and performing.
- To develop skills for life-long learning and pleasure in a wide range of music. Pupils will experience a range of classical, folk, jazz and popular music taken from different times and cultures.

These aims are consistent with our school philosophy and take account of LA curriculum policy and National Curriculum Statutory guidance.

Music comprises different programmes of study for each Key Stage, outlined below. The Curriculum Organisation Policy requires staff to modify the programmes of study to give all pupils relevant and appropriately challenging work at each Key Stage. Further details of this can be found in the Schemes of Work for each Key Stage. Where appropriate, elements of the music curriculum may be revisited throughout different key stages to contextualise and apply learning.

### **Early Years Foundation Stage**

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands personal, social, emotional development and expressive arts and design will give opportunities to play and explore and learn in an active and creative way. The document 'Development Matters' will be used to support the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 Music curriculum. Pupils may have the opportunity to join in a weekly play session led by school.

Music is essentially a practical subject that enables all pupils to participate regardless of ability and skill level. It is a subject that can successfully lead to inclusive learning opportunities.

All Key Stages cover the following areas:

- Controlling sounds through singing and playing – performing skills
- Listening and applying knowledge and understanding
- Creating and developing musical ideas – composing skills
- Responding and reviewing – appraising skills
- Experience of an appropriate range of classical, folk, jazz and popular music taken from different times and cultures

At all Key Stages, pupils have the opportunity to access music technology. In addition some pupils may have the opportunity to have individual tuition by Lancashire Music Service which is funded by parents/carers.

### **Key Stage 1**

Pupils become increasingly confident, joining in group activities signing, playing instruments, using communication switches or singing. Pupils may explore composition, and dimensions of music such as pitch, dynamics and tempo. Pupils will have the opportunity to listen to music in a variety of styles. Music is timetabled weekly but there is also the opportunity for frequent music activities, particularly at regular registration times and Circle Times. When appropriate, music may be a component of Creative Arts work.

### **Key Stage 2**

Pupils further develop skills learned in Key Stage 1. They explore composition, and pitch, dynamics and tempo in increasing detail. Pupils will have the opportunity to listen to music in a variety of styles. Music is timetabled weekly but there is also the opportunity for frequent music activities, particularly at regular registration times and Circle Times. When appropriate, music may be a component of Creative Arts work.

### **Key Stages 3 & 4**

There is an emphasis on cooperative music making with their peers and composing group songs and pieces. Whenever possible, students have access to live musical performances in-house or within the wider community. During these key stages music can be taught discretely or as a component of Creative Arts themes.

### **F.E. Centre**

Students access music as part of the Expressive Arts curriculum. They may also access music as a discrete teaching subject. Students may have the opportunity to attend music college courses and/or work with community musicians. Students are encouraged to extend their skills of appraisal by listening to a wide range of music during their leisure time. After school guitar club is offered to identified students who would benefit from this structured activity.

### **Method of Delivery**

The curriculum organisation and structure is outlined in the policy document entitled "Curriculum and School Organisation." The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein.

### **Additional Support**

Regular music therapists are employed by school to support identified pupils. The goals of music therapy are to support pupil's development through the use of musical experiences. Sessions would aim to promote pupils attention, concentration, impulse control, social skills, self-esteem, self-expression, motivation, and understanding of the world around them.

### **Monitoring and Evaluating Music**

Monitoring and evaluating curricular strengths and weaknesses to ensure and maintain high standards in the quality of teaching and learning is a vital part of the curriculum development process. It is a process that is the responsibility of all staff but it is seen as a major facet of sound management of the school and thus it is directed from a senior management level. The subject co-ordinator monitors the balance and coverage of music by evaluation of the short term planning and work of pupils across key stages. This in turn affects future planning and delivery of the subject.

**Reviewed by: Beth Allen**

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**To be reviewed: June 2021**