



## **Music Policy**

**Approved by RA on 26.11.18**

**Subject leader: Isobel Callaghan**

### **Introduction**

We aim to develop and encourage children's natural creativity so that they can become confident and enthusiastic musicians. It is an on-going aim of Holmwood School to link music, art and dance to create a creative and expressive 'Arts' curriculum. We believe that children should be given the opportunity to enjoy, discuss and respond to a variety of musical workshops, choir practice and dance. The implementation of this policy is the responsibility of the whole staff. The school currently hold the Platinum Sing Up Award. This is the highest accredited award, the children continue to achieve the high standards set by Sing Up.

### **Aims**

By engaging children in making and responding to music, music teaching offers opportunities for them to:

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- 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 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 from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

- Develop drama through music and dance

As according to our learning challenge “Creative Development” - To develop through music, social and personal skills which are transferable across the curriculum. We also encourage and promote maximum independence, and to discover the value and nature of music. We use music as a medium for therapy through freedom of expression in music making.

### **Entitlement**

Holmwood School acknowledges and believes in the statutory entitlement of pupils to follow the objectives outlined in the National Curriculum. However, because of the special educational needs of our pupils we may need to differentiate and modify the curriculum in order for it to be accessible and appropriate.

A practical approach to Music is applied within our school. This approach ensures that most reluctant learners, or those whose style of learning is predominantly kinaesthetic can access the Programmes of Study designed by the teachers in accordance with the Holmwood School creative curriculum.

### **Assessment**

The Attainment targets for Music will contain level descriptors in the form of ‘I can’ statements’ as a benchmark to judge a pupil’s individual attainment and against other pupils and end of year expectations.

### **Planning, Organisation and Process:**

At Holmwood School we have developed a creative curriculum using Focus Education: The Learning Challenge Curriculum. This process puts high emphasis on learners being involved in their own learning. It also focuses on improving learner and teacher questioning and uses a key skills system to guarantee continuity and progression in learning across the whole school. It is the focus of the creative curriculum to combine subjects where possible and link to the terms topics. The school uses National Curriculum Objectives as a starting point for planning.

Our school is privileged to have our own equipped dance studio which can be accessed by the children and a professional dance teacher who can support the schools delivery of a dance curriculum linked to topics as requested or access to the school facility during school time and extended hours.

Long term planning is carried out in September when teachers select the teaching objectives for that school year combining them with the creative curriculum topics and integrating them with literacy and numeracy objectives and targets.

Medium term planning is made half termly giving plans for all subjects for each week.

Short term planning is carried out weekly showing learning objectives, activities and planned success criteria linking where possible to the assessment of literacy and numeracy targets.

Through planning and preparation, the teachers of Holmwood School, encourage children to access a range of musical forms from a variety of cultures. Where appropriate we combine music, dance and art to create an 'Arts' curriculum and will invite outreach services into school to support this development.

The teacher will normally present the Music programme with Teaching Assistants supporting. As music is essentially a practical subject requiring different amounts and types of resources the TAs role will include:

- Giving out & collecting musical instruments where necessary
- Joining in with the activities
- Identifying pupils who need greater support
- Pre-empting any potential behaviour problems
- Offering ideas for extension activities

It is important that our pupils have as much hands-on music making as possible. In the early stages this tends to be built around accompanying songs. In the later stages it develops towards creative music making where all the skills of musicianship are explored and practiced.

### **Professional Development**

The Curriculum Co-ordinator is responsible for keeping up to date with Government and LA initiatives and guidance. Training will be offered within the schedule defined by the current Training Programme.

Staff are to be kept up to date with developments by the curriculum co-ordinator. The co-ordinator and other staff are provided with regular training from specialists who work alongside pupils in school. This training usually takes place in school and after school both on and off site.

### **Enrichment**

At Holmwood School the children receive additional musically inspired learning through termly productions. In October we hold a Harvest production followed by a Christmas production and Easter performance. These performances are celebrations which the parents enjoy coming to.

We further support musical enjoyment through the 'Fun Sessions', which is a fitness and dance class. The children are free to choose to partake in this lesson during unstructured times.

### **Resources**

All Music resources are kept centrally in the music room. Each year Music is given an allocated budget to replenish resources. If staff need additional resources to support the teaching of their individual lessons they should speak with the co-ordinator at the beginning of the school year to ensure these can be purchased from the budget.

Further resources include;

- Early Years Foundation Stage Document

- Curriculum designed musical productions eg. 'The Victorians'
- A wide range of music books to support singing and the curriculum
- A wide range of Audiotapes and CDs
- A full and comprehensive bank of musical instruments
- Visiting performers
- Tees Valley Music Service
- Music Express
- Sing up organisation
- Musical Theatre

This policy was redesigned in accordance with national updates and improvements.