



LOCATION : CURRICULUM HANDBOOK, DOCUMENT 18

MUSIC POLICY

Curriculum Intent for Music at Abbey Court School:

The Music statement of intent at Abbey Court Foundation School is to enrich the lives of pupils and give them the opportunity to participate in a wide range of musical experiences. Music is a powerful tool for learning at Abbey Court and provides pupils with a way to communicate, respond, express emotions and learn other areas of the curriculum which pupils might find hard to access otherwise. Music gives all pupils an individual voice whilst bringing pupils together during assemblies, organised performances and celebrations throughout the year. Abbey Court school will further provide pupils with both the opportunity to 'learn music' at an appropriate level for all pupils, such as develop ability to use musical language, play and understand instruments and use musical terminology. Both pupil's cultural awareness of music will be developed and their musical knowledge when learning music, and individual talents fostered by using specialist music teachers to ensure high quality provision. Pupils will also be supported to 'learn through music'. This will develop both the pupils' emotional/social wellbeing and provide them with ways to use music in their lives beyond Abbey Court. This includes using music for pleasure, to evoke response to different music and develop a musical taste, use music for emotional support, develop pupil's senses, broaden pupil's awareness and learn skills such as the ability to relate to others musically.

1 INTRODUCTION

At Abbey Court School, all pupils have access to a music curriculum based on the National Curriculum. Pupils with strengths in Music are encouraged to access mainstream curricula via integration links with local schools and opportunities are provided for all pupils to access music workshops which take place within school

- I.1 Music is taught both as a discrete subject and through a cross-curricular approach. (Music has close links with other curriculum areas and can be used as a tool for delivering aspects of literacy/numeracy, etc.)
- I.2 Music enhances the multi-sensory approach to education delivered at Abbey Court School.
- I.3 Music helps to develop the skills needed in order that our pupils may become effective learners and, therefore, live more independently within society (Music develops memory, speech, fine motor skills, coordination, self-confidence and ability to adapt and work within small and large groups of peers.)
- I.4 Music enriches the life of pupils and the school through the promotion of values such as sharing, trust and awareness of different musical expressions from around the world.

2 SMSC

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social,

health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens and seek to create an ethos and climate in the school which will help them to flourish as young people, therefore, we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, eg. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exemplar.

3. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the Unicef Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly. As a universal language, Music provides direct and meaningful opportunities to develop and nurture Pupil Voice.

4 DEFINITION

- 4.1 Music is a universal language based on the art of combining vocal or instrumental sounds (or both) to convey expression of emotion through rhythmic patterns, melody and harmony.
- 4.2 For many pupils at Abbey Court, music making through voice, body parts and using instruments is recognised as a potential aid to communication. This is gradually developed and refined from experimentation and discovery to a greater understanding and knowledge of how music is created, produced and communicated (from NC Guidance).
- 4.3 Pupils gradually take more responsibility for planning their work within the classroom and helping in the organisation of musical events.
- 4.4 At Abbey Court, listening to music develops responses, is a pleasurable experience and can have therapeutic qualities. Listening to music broadens pupils' awareness of the range of music and the wider world.
- 4.5 Performing encourages and allows pupils to feel a sense of achievement, the enjoyment of sharing with others and a raising of self-esteem.

5 AIMS

At Abbey Court, the aims of teaching music are both musical and non-musical. These include:

- 5.1 To develop the senses.
- 5.2 To develop co-ordination and fine motor skills.
- 5.3 To enjoy success either within a group or individually therefore raising self-esteem.
- 5.4 To develop powers of attention, imagination and memory.
- 5.5 To develop communication skills, including encouraging initiation during communication exchanges.
- 5.6 To provoke and stimulate responses.
- 5.7 To give pleasure; to assist emotional development.
- 5.8 To develop interaction and the ability to relate to others.

- 5.9 To respond to given instructions.
- 5.10 To develop social skills such as turn-taking and working with a partner towards the same goal (piece of music/performance).
- 5.11 To facilitate the delivery of other Curriculum subjects, e.g., as stimulation for artwork, dance, physiotherapy, swimming, etc.
- 5.12 To increase awareness of the music of other cultures and times.
- 5.13 To impart an understanding and knowledge of music as a language and as a representation of cultures.
- 5.14 To develop independence and decision-making.
- 5.15 To develop creative abilities/musical skills (e.g., composition, improvisation, reading, etc.)
- 5.16 To address the needs of the National Curriculum.

6 OBJECTIVES

- 6.1 To ensure that all pupils have access to a music curriculum as appropriate to their needs.
- 6.2 To use music throughout the school curriculum to enrich both pupils' learning and the life of the school with an emphasis on transferrable skills.
- 6.3 To develop pupils' musical abilities regardless of individual starting points.
- 6.4 To use music to enhance the development of the whole child within a culturally rich and diverse society.

7 CURRICULUM PLANNING

- 7.1 Long term planning across Key Stages (coverage plans) prepared by the music co-ordinator ensures breadth, balance, continuity and progression.
- 7.2 Schemes of Work based on musical development within the National Curriculum.
- 7.3 Schemes of Work are overseen by the Curriculum Coordinator and the subject leader.
- 7.4 Music enhances cross-curricular links and this is highlighted on termly plans of other curriculum areas. Music is taught through a topic based curriculum in the Primary department
- 7.5 Schemes of Work are transferred to daily lesson plans in more detail, where individual and group pupil targets are addressed.
- 7.6 Time allocated to the teaching of music is identified in the School's Learning Policy.

8 STYLES OF TEACHING

- 8.1 Various teaching styles are employed in order to balance the needs of the pupils and task. These will include, for example, demonstrator, instructor, facilitator, assessor, consultant, working alongside and with the pupils.
- 8.2 Pupils will be taught as a class, in small groups and individually.
- 8.3 Music will be taught through topic work, including cross-curricular links and as a "discrete" subject.
- 8.4 Techniques of "music teaching" and "music therapy" will be utilised as appropriate to pupil need.
- 8.5 Music will be taught by both specialist and non-specialist staff.

9 STYLES OF LEARNING

- 9.1 Pupils will be given the opportunity to experiment, explore, investigate, practice, consolidate, discuss, record and apply new skills. Opportunities to listen, practice, improvise, compose and perform will be given within music.
- 9.2 Pupils will work in a variety of ways, individually, in small groups and as a class.
- 9.3 Pupils will have the opportunity to participate in music across the Key Stages as a whole school (e.g., Assembly and musical events).
- 9.4 Pupils learn through development and enhancement of previous experiences, through the introduction of new experiences, exposure to increased challenges, the development of choices and a small step approach.
- 9.5 Pupils will be given the opportunity to learn through listening, music making, i.e., performing/singing/ and moving/dancing.

10 STAFFING (including support staff and Resources)

- 10.1 Class Teachers have the responsibility of implementing the Music Policy through the Schemes of Work and for the management of the work of support staff. Work experience students and volunteers will also be used to support music learning.
- 10.2 Class Teachers are responsible for writing, implementing and reviewing lesson plans and pupil targets in music with advice from the music co-ordinator.
- 10.3 All classes have access to a large range of good quality instruments which are catalogued and labelled and are centrally available to all classes
- 10.4 The music co-ordinator's responsibilities are outlined in the Abbey Court School – Role of the Subject leader document.
- 10.5 Specific training for teaching and support staff is facilitated by the SMT advised by the Music Subject leader.
- 10.6 Class Teachers are responsible for developing music displays within rooms to celebrate pupils' achievement, to provide a service of information and as a stimulus for further work.

11 ASSESSMENT

- 11.1 On the lesson plan, targets will be set as appropriate to need, both for individuals and groups.
- 11.2 Pupils are assessed through teacher observations using the Abbey Court's Assessment, Recording and Reporting procedures.
- 11.3 Targets are constantly reviewed i.e. annually/termly/weekly/daily as appropriate (refer to Abbey Court Assessment and Recording Policy).
- 11.4 Music is a formal part of the process of Annual Review.

12 CROSS-CURRICULAR LINKS

- 12.1 Music teaching will include the use of Information Technology, e.g. CDs keyboards, DVDs videos and computer programmes.
- 12.2 Music is a tool subject and will be used to enhance learning in other areas of the curriculum as appropriate, e.g., History, Maths (such as pattern work), Dance, P.S.H.C.E. (turn-taking, group work, listening to each other), Sensory Education, Communication, Foreign Language, P.E. (development of motor skills), R.E., etc.
- 12.3 Music will enhance multi-cultural education by making pupils aware of the use of different instruments, sounds and rhythms in other cultures.

12.4 Music will be used for all pupils to encourage movement, expression and own body awareness through the dance element of the PE curriculum.

13 SEN AND DIFFERENTIATION

13.1 Pupils will follow the National Curriculum Programme of Study, and/or the Abbey Court Music Schemes of work, as appropriate to pupil needs.

13.2 Target setting will reflect pupil need. Targets will be set for individuals and groups.

13.3 Resources will be used appropriately to support music teaching.

13.4 The Class Teacher is responsible for making sure pupils are being appropriately challenged and that expectations are appropriate and realistic. Access to a mainstream Music Curriculum is available to pupils through integration links with local schools.

14 RESOURCES

14.1 The Music resources are audited annually.

14.2 Musical resources are centrally organised in the music cupboards located on each site. Each classroom will also have access to a music box.

14.3 Good quality and well-maintained resources are an essential tool for learning.

14.4 Pupils are encouraged to make choices about the resources they need, to use and look after the equipment.

14.5 Annually the Music Subject leader prepares a bid for resources based on audit of need. This is submitted to the SMT in the Spring Term for their consideration. Teachers and other support staff will be consulted on any resources needed to support pupils.

15 EQUAL OPPORTUNITIES

15.1 All pupils at Abbey Court School are entitled to access the music curriculum.

15.2 All pupils are entitled to appropriate opportunities to learn music.

15.3 All pupils are entitled to engage in corporate music making activities.

16 HEALTH AND SAFETY

16.1 All staff and pupils will work in a manner which reflects the school's Health and Safety Policy.

17 INCLUSION (including Community Links)

17.1 Pupils receive inclusion opportunities, (e.g., as individuals/groups as appropriate).

17.2 Educational visits/activities to enhance musical experience are encouraged.

17.3 Visitors to the school who can enrich curriculum music experiences are encouraged.

17.4 Pupils are encouraged to engage in music activities at home to support/reinforce school work e.g. through the Newsletter, Parent Workshops etc.

18 EVALUATION AND REVIEW

The Abbey Court Subject Leaders Role details the necessary process and responsibilities.

The Music Policy will be reviewed bi-annually in the light of:

18.1 The evaluation of its use and comments from staff consultation.

- 18.2 Self-monitoring of the policy by staff.
- 18.3 Feedback from Head, Governors, Curriculum co-ordinator and other staff and pupils.
- 18.4 Classroom observations (SMT monitoring and evaluation).
- 18.5 External consultants' advice.
- 18.6 Changes in the curriculum.
- 18.7 OFSTED requirements.

19 SEPTEMBER 2020 UPDATED CORONAVIRUS GUIDANCE

Review of the Music Policy in light of recent events and changes to government legislation on how to teach and deliver music lessons in a school setting.

Government guidance outlines all pupils should continue to have access to a quality arts education, including music. Guidance outlines there may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments takes places. Additional advice has been given to support with teaching music and has been reviewed in order to support the teaching of music at Abbey Court School.

19.1 Minimising contact between individuals

School policy stipulates the policies and procedures in minimising contact and mixing between individuals. These should continue to be followed as well as additional practices. Music being used in the classroom should be kept to levels where teachers and performers do not raise their voices. Microphones can be used to reduce the need for shouting or loud speaking/singing. If microphones are used guidance on 'handling equipment' should also be followed.

19.2 Performances

If planning an indoor or outdoor face-to-face performance in front of a live audience, schools should follow the latest advice in the DCMS performing arts guidance. Currently no school events have been planned and music will be delivered in class 'bubbles'.

19.3 Singing and playing brass and wind instruments

Wherever possible instruments and singing groups should take place outside. If inside it should take place in small groups, in a room with as much space as possible. Singing, wind and brass instruments should not be used in assemblies. Pupils should be positioned back to back or side to side when playing or singing.

19.4 Handling equipment and instruments

Measures to take when handling equipment, including instruments, include the following:

Handwashing

Requiring increased handwashing before and after handling equipment, especially if being used by more than one person. The schools policy and risk assessment to be followed.

Avoiding sharing instruments

Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks.

If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following the schools hand washing policy. Instruments should be cleaned by the pupils playing them, where possible.

Teachers should also aim to appropriately select instruments, for example, selecting drums made of plastic where possible so these can be easily wiped down after use as opposed to wooden drums.

19.5 Support for teachers planning lessons

Teachers should still follow the appropriate SOW for their year group when planning music lessons. Some aspects of the SOW may not be appropriate, for example, call and response activities face to face, exploring instruments as a group, sharing larger instruments such as the piano etc.

Teachers should plan alternative activities that are appropriate, such as using body percussion, singing in outside and open spaces, using one instrument per child to create a composition. If teachers need support adapting their SOW they should contact the subject lead for support doing this.

Date accepted by Staff:	22 nd September 1997
Date accepted by Governors:	January 1998
Revised:	April 2001 (V. Masters)
Revised:	February 2005
Revised:	March 2008 (H Weston)
Revised:	March 2011 (J Bosley)
Revised:	July 2014 (J Bosley)
Revised:	May 2017 (L Cano)
Revised:	January 2020 (I.Marshall)
Revised:	September 2020 (Coronavirus guidance) (I.Marshall)