



MUSIC POLICY

Approved by Governors: Curriculum and Progress Committee
22nd May 2014

Minute No: 27.3/14 (C&P)

INTRODUCTION

Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of Music.

'Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between the home, school and the wider world. The teaching of music develops pupils' ability to listen and appreciate a wide variety of music and to make judgements about musical quality. It encourages active involvement in different forms of amateur music making, both individual and communal, developing a sense of group identity and togetherness. It also increases self-discipline and creativity, aesthetic sensitivity and fulfilment.' (National Curriculum for Music)

Aims

The aims of music education at Ashgate Croft are to:

- Ensure that all staff understand that music encompasses four areas of learning and know that it is made up of four areas- listening, composing, performing and appraising.
- Ensure that students fulfil their full musical potential.

PROCEDURES AND PRACTICE

Teaching

Planning

The Primary and Middle Department follow the school Scheme of Work written by the Music Coordinator in line with the National Curriculum . The Scheme is based upon the National Curriculum for Key Stages 1,2 and 3 for music from where each teacher makes their own medium term plan based upon the school's long term plans. EYFS Teachers also use the EYFS curriculum and the school Primary Scheme of Work to support their planning with feedback from the Music Coordinator. Music within the Upper School is taught as a mean to develop other areas of the curriculum and not as a subject within itself.

What/When it Music is taught

EARLY YEARS FOUNDATION STAGE (EYFS):

What: Students follow the same curriculum and timings as the Primary Department; however their learning objectives come from the Early Learning Goals for EYFS (Creative Development)

When: Pupils have one music lesson a week and there are opportunities to develop music skills within other areas of the curriculum.

PRIMARY DEPARTMENT (Key Stages 1 & 2):

What: Students follow the long term topics plan for the Primary Department alongside the Music Scheme of Work

When: Pupils have one music lesson a week and there are opportunities to develop music skills within other areas of the curriculum

MIDDLE DEPARTMENT (Key Stage 3):

What: Students follow the long term plan for the Middle Department alongside the Music Scheme of Work

When: Pupils have one music lesson a week and there are opportunities to develop music skills within other areas of the curriculum

UPPER DEPARTMENT (Key Stage 4-5)

What: Students do not follow a scheme of work for music but experience music within other areas of the curriculum and an annual production

Assessment

Across school teachers complete learning outcome sheets to assess and monitor pupil progress within lessons.

- In the EYFS each child's progress is be assessed against the relevant EYFS Early Learning goals each half term.
- In Key Stage 1,2 and 3 music and listening are assessed through regular teacher assessment and onB₂ which is fed through to parents in the annual school reports and parents evenings.

Role of the Subject Leader

- To keep up to date with government initiatives related to Music and modify the school Scheme of Work accordingly.
- To participate in relevant training and deliver training as appropriate to support a broad knowledge of the Music Curriculum across all ages and abilities in school with all staff .
- To work with Heads of Department to discuss support they may need and resources required in each department.
- To monitor teacher medium term and short term planning for Music across the school.
- To support teachers in ensuring Music is delivered effectively across the school.
- To monitor pupil progress across the Primary and Middle Department.

Parental Involvement

Parents/ carers are informed of progress in Music on the annual report (this includes attainment levels), school productions, prize day and assemblies.

Equal Opportunities

All pupils in school, irrespective of age or ability have access to a curriculum which is differentiated to meet their individual needs.

See Equality Policy

Monitoring of the policy

Monitored by the Music Coordinator.

- Ensuring that the policy is in line with National Initiatives.
- By monitoring LTP, MTP and STP through assessment

APPENDICES

- EYFS Curriculum policy
- National Curriculum
- Primary and Secondary Music schemes of work (alongside Long Term Plans)