

ASHGATE CROFT SCHOOL

MUSIC POLICY



Approved by Full Governors: 5th July 2018

Minute No.: 60.5/18

To be reviewed by: R Pillar, Summer Term 2020

Introduction

Purpose

This policy is intended to ensure consistency and progression across the school in terms of the teaching of 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 Department follow the school Scheme of Work written by the Music Coordinator in line with the National Curriculum 2014. The Scheme is based upon the National Curriculum 2014 for Key Stages 1 and 2 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. In the Middle Department the curriculum is developmental in nature. It is not related to age or key stage, rather ability and understanding and it is not exclusively linked to the National Curriculum. 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

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, assembly, special days such as RE days 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 which is fed through to parents/carers in the annual school reports and parents/ carers 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 Assistant 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.
- To complete moderation of work.

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.

Children's Rights

Within Music the Children's Rights which are developed are:

Article 7 – Every child has the right to a birth registration, name, nationality and care

Article 12- Children have the right to say what they think

Article 13 -Every child has the right to freedom of expression

Article 14 -Every child has the right to freedom of thought, belief and religion

Article 23 -Children with disabilities are provided support to participate

Article 28 -The Right to education

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 2014.
- Primary and Secondary Music schemes of work (alongside Long Term Plans).
- UN conventions document.