



Policy Document Title:	Music Department Policy
To be read in conjunction with:	St. Vincent's School Mission Statement
Reviewed:	09/22
To be reviewed:	07/23

Philosophy

The main aim of the Music Department is to recognise the musical potential in every pupil.

Through the implementation of the National Curriculum, we hope that all pupils will reach the targets set, no matter how small they may be. This will take place through a very creative and practical curriculum. We encourage all pupils to have ownership of their music, and emphasis will be placed upon the fact that all contributions are worthwhile. Participation is for all, at every level. Music has an important part to play in the social and emotional development of the child. This is seen as an integral part of every music lesson.

It is also recognised that for some children, music may be seen as a means of communication. For those children, whether their needs are physical or emotional, Music Therapy will be provided.

The Music Department will continue to ensure that each child achieves their full potential, while still upholding and implementing the School Mission Statement.

Objectives

1. To develop performance and composition skills so each pupil can:
 - Express themselves, through the medium of music.
 - To develop confidence and self-esteem of themselves and others.
 - Develop their skills at working both on their own and within a group. Encouraging the development of social skills: leadership and teamwork.
 - Develop the skills of being able to positively criticise and take criticism of their own work, that of their peers and of famous composers.
2. To widen each pupils' experience of music listening so they can:
 - Develop their listening skills, not only for musical purposes, but for life – skill enhancement.
 - Experience a wide range of cultures, musical eras and world music.

- Develop an understanding of the passage of music from it's basic origins, to the present day.
- Be critical of both live and recorded music and to be able to express that criticism in an informed manner.
- Appreciate each others musical tastes.

3. To promote musical activities outside of the classroom, with a wide range of extra-curricular activities and events.

4. To support pupils further their musical ability if they already have private lessons at home

Organisation

- In primary, pupils are taught by the specialist teacher for 1 x 50mins
- In KS3, pupils are taught by the specialist teacher for 1 x 50 mins
- In KS4, pupils have the option of following GCSE Music. This is taught by the specialist teacher for 3 x 45 mins.
- In KS5, pupils have the option of following Btec 3 Extended Certificate in Music Performance for 3 x 45 mins.

Throughout the year we work in collaboration with many outside agencies and session musicians to make the curriculum more interactive.

Differentiation

All music lessons take place in groups of mixed ability. Differentiation is achieved in the following ways:

- Individual target setting within each group
- Group tuition
- Resource Material
- Support within the classroom
- Outcome/response
- Regular Assessment

Teaching Methods

The teaching of music takes place within a creative and practically based methodology. Children are grouped according to the lesson aim and also the support available within the classroom. The basis is as follows:

- Whole class activities
- Small group activities
- Individual Activities
- Teacher Input
- Pupil Input

Resources available

- Video tape
- Recording Equipment
- Links with other schools
- Visits to live performances
- Music ICT programs
- A large range of percussive instruments.

Lessons follow a general pattern of:

- Knowledge input
- Demonstration
- Composition/Rehearsal/Practice
- Performance/assessment
- Evaluation

In this way pupils experience all strands of the National Curriculum in most lessons.

Progression and Schemes of Work

- **Foundation Stage** - A broad plan is based around the Foundation stage Schemes, provided by the QCA which allow opportunities for creative play are available in addition to Specialist Teacher input.
- **KS 1-3** - The progression of student learning is set and assessed through the Level Indicators and the PoS as stated in the Music National Curriculum document. Each year

group follows a long-term plan, which progresses through different focus areas throughout the year. Each mid-term plan is designed for a specific group and so changes year to year. Modules are formally assessed by the Subject Specialist and through pupil Self-Assessment, this is to ensure secure target setting and therefore progression of learning.

- **KS4** - At KS4 the Music Department aims for every child who takes music, to gain an externally recognised accreditation.

Cross Curricular Links

Due to the nature of the subject, Music is accessible to all other subject areas. The Music Department wishes to take part in all Cross Curricular Activities and aim that each End of year concert is based with at least one other curriculum subject.

Special Educational Needs

Each child is taught and resourced according to their individual need. This is coupled with the following strategies:

- Groupings
- Method of Delivery
- Methods of recording and notating
- Adapting of resources
- ICT
- Large print/Braille

Students are encouraged to participate in all lessons with a wide range of musical resources, no matter what their visual impairment, sensory impairment or learning difficulty.

PHSE/Citizenship

The Music Department encourages pupils to think of music not just as a curriculum subject, but a life skill. Participating in musical events, working within musical groups and taking part in composing activities encourage social development and participation. We encourage all pupils to make positive contributions to music lessons and out of school groups, which will in turn enhance their social development and become transferable life skills.

Spiritual, Moral, Social and Cultural Development

The Music Curriculum contributes to students' SMSC development through:

- developing confidence and expertise, which is an important aspect of individual and social identity and interaction
- enabling pupils to understand and engage with the feelings and values embodied in high quality musical compositions and performances
- developing pupils' awareness of moral and social issues in music composition
- Allowing pupils to understand how music and its conventions change over time, the influences on musical composition and performance and social attitudes/responses to music.