



Royal Cross Primary School

Lancashire's school for deaf children

Policy Title:	Music Policy
Date of Issue:	27/04/21
Date of Review:	Summer Term 2021
Author and Role:	Bev Hennefer, Headteacher, with reference to The School Bus
Ratified by:	Governors Policy Committee
Responsible Signatory:	Clive Gregory
Date of signature:	
Details:	This Policy: details colleagues' responsibilities and reflects the school values and philosophy in relation to the teaching and learning of Music. It sets out a framework within which teaching staff and support staff can operate and gives guidance on planning, teaching and assessment.
Cross reference:	Assessment, Recording and Reporting Policy Single Equalities Policy Teaching and Learning Policy

EQUALITY AND DIVERSITY STATEMENT

Royal Cross School is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

POLICY REVIEW

To ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, please contact the author of the policy.

Music Policy

Statement of intent

Royal Cross School understands that music can inspire and motivate children, and play an important role in their personal development.

Music is an integral part of the curriculum for all children whether deaf or hearing. It is a means for developing communication and concentration skills through different, fun activities.

Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

Royal Cross School delivers a broad and balanced music curriculum, in line with national requirements and the specific abilities of profoundly deaf pupils, which enables pupils to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres styles and traditions, including the works of the great composers and musicians.
- Learn to sing / sign and use their voices wherever appropriate.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to play a musical instrument, use technology properly and to progress.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations wherever practicable and appropriate.

Aims.

Music is important for all children as it fosters the development of numerous skills and can be taught through a multi-sensory approach. Through music we aim to develop the pupils' skills in:

- Listening
- Oral/sign communication
- Concentration
- Co-operation/turn taking
- Memory
- Sequencing
- Auditory discrimination
- Fine motor activities
- Inventing
- Performing
- Self-esteem.

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.

- Monitoring the learning and teaching of music, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all music-related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of music to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of music in subsequent years.

The classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' musical skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader in order to implement and develop specialist music-based learning throughout the school.
- Organising and providing training for staff regarding the music curriculum for Deaf pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

Early years foundation stage (EYFS)

All pupils in the EYFS are taught music as an integral part of the topic work covered during the academic year.

All musical objectives within the EYFS are underpinned by the objectives of the early learning goals (ELGs).

The music curriculum in the EYFS is delivered with particular reference to the ELG16 – exploring and using media and materials, which enables children to:

- Sing / signs songs, make music and dance, and experiment with ways of developing the sounds and movements used.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

National curriculum

All pupils within KS1 and KS2 are taught music in line with the requirements of the national curriculum and with regard to the individual levels of hearing represented across the school (and staff) population.

In KS1, wherever appropriate, pupils will be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen / respond 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.

In KS2, wherever appropriate, pupils will be taught to:

- 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 for a range of purposes 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 drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Cross-curricular links

Wherever possible, the music curriculum will provide opportunities to establish links with other curriculum areas.

English

- Pupils develop their language skills through singing / signing songs, with alteration to diction, meaning, and rhythm and rhyme wherever practicable and appropriate.
- Pupils develop their communication and listening skills through learning to listen / attend to music, and communicate their ideas effectively.
- Pupils develop their research skills through discovering the history of music and famous composers.

Mathematics

- Pupils develop their understanding of patterns and processes, through practising rhythm and paying attention to the structure of music.

ICT

- Pupils learn to use technology to compose music, and enhance their research skills through the internet and apps such as Garage Music.
- Pupils listen to music electronically and record compositions electronically.
- Pupils are able to present their work using programs such as Word and PowerPoint.

Spiritual, moral, social and cultural development

- Pupils learn to work effectively with their peers and others, and build positive relationships.
- Pupils learn to build their self-confidence through learning to play musical instruments and participating in musical performances.
- Pupils learn to reflect on mood and senses through listening to and interpreting music.
- Pupils develop an understanding of other cultures and develop positive attitudes through appreciating music from other societies.

The organisation of Music teaching.

Music is taught following the National Curriculum guidelines with tasks adapted to individual pupils' learning needs and levels of hearing.

All pupils have access to music activities through a Creative Arts curriculum timetable.

Lessons include

- Lancashire Music Hub
- listening and percussion work
- sessions on sound boards
- specialist percussion instruments.

The content of lessons.

Each lesson is planned according to the individual needs of the pupils in each group.

However, through music each child is given the opportunity to develop and experience:

- Different sound qualities.
- A steady beat.
- Movements and rhythms based around steady beats.
- Pitch.
- Different ways of using their voice.
- Handling and playing different instruments.
- Improvisation and composition.
- Concentration and the confidence to perform.
- Co-operation.
- Working independently

Assessment and reporting

Pupils will be assessed and their progression recorded in line with the school's Primary Assessment Policy through B Squared at 3 key points throughout the year.

Pupils aged between two and three will be assessed in accordance with the 'Statutory framework for the early years foundation stage'.

An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.

The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.

Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

Assessment will be undertaken in various forms, including the following:

- Talking / signing to pupils and asking questions
- Discussing pupils' work with them
- Marking work against the learning objectives
- Pupils' self-evaluation of their work

Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.

Summative assessments are also used at the end of a unit of work.

Parents will be provided with a written report about their child's progress during the summer term every year.

Musical events and opportunities

All pupils are encouraged to participate in additional musical opportunities to enhance their learning and development.

The school signing choir meets on a weekly basis to allow pupils to enjoy singing / signing together. The school signing choir also performs in public on a number of occasions throughout the year.

The following opportunities are available:

- School choir
- Professional musicians and groups are regularly brought in to deliver workshops and enhance provision, e.g. 'Music and the Deaf', 'More Music' (Morecambe).
- Visits to external community groups to experience music (Lancashire Heritage, Preston Museum)
- Opportunities to develop a range of cultural and arts experiences through school's Gold Arts Mark Award journey.

Resources

The subject leader is responsible for the management and maintenance of musical resources, as well as for liaising with the school business manager in order to purchase further resources.

Musical resources will be stored centrally.

The school library contains an array of resources and topic books to support pupils' research.

Equal opportunities

All pupils will have equal access to the music curriculum.

Hearing impairment, gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing music lessons.

Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

All efforts will be made to ensure that cultural and gender differences are positively reflected in lessons and the teaching materials used.

Royal Cross School aims to provide more able pupils with the opportunity to extend their musical thinking through extension activities such as listening to / attending to and interpreting extended pieces of music, and research of a musical nature.

Monitoring and review

This policy will be reviewed on an annual basis by the subject leader.

The subject leader will monitor teaching and learning in the subject at Royal Cross School, ensuring that the content of the national curriculum is covered across all phases of pupils' education wherever practicable and appropriate.

The governing body is briefed through termly curriculum committee meetings to oversee the teaching of music, and review progress.

Any changes made to this policy will be communicated to all teaching staff.

Equal opportunities.

All children are provided with equal access to the Music curriculum. We aim to provide appropriate learning opportunities regardless of gender, ethnicity, or learning and communication needs.

Subject leadership.

Music as a subject is led & developed as part of a whole school approach. Curriculum matters; assessment & pupil participation is discussed as part of regular staff meetings and the teaching staff & SLT are responsible for improving standards of teaching in Music across the school through:

- Monitoring of pupil progress at key points in the year using B Squared.
- Auditing and ordering/updating resources.
- Monitoring & developing Music - annually reflecting and reviewing coverage & attainment.
- Keeping 'up to date' with recent developments and music teaching resources.
- Leading policy development as a staff team.
- Supporting colleagues in their professional development.

Conclusion

Music and singing is taught so that every child can experience success and learn through enjoyable, fun, interactive activities. Whatever the child's individual needs, hearing levels, communication needs lessons are made meaningful and participation is encouraged for every child.