

## **Music Policy**

### **Mission Statement.**

At Royal Cross 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.

### **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/turntaking
- Memory
- Sequencing
- Auditory discrimination
- Fine motor activities
- Inventing
- Performing
- Self esteem.

### **The organisation of Music teaching.**

Music is taught following the National Curriculum guidelines with tasks adapted to individual pupils' learning needs. All pupils have lessons as part of the weekly arts 'circus' timetable. Lessons include singing/sign singing, listening and percussion work with sessions on sound boards and 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.

**Cross curricular literacy opportunities.**

In addition to specific music lessons children take part in weekly singing assemblies and singing in class across the curriculum. Singing is approached simultaneously through voice and sign.

Singing is also a part of school concerts including the Harvest festival and Christmas concert.

Professional musicians and groups often visit school to deliver workshops eg 'Music and the Deaf' singing days.

**The Governing Body.**

The curriculum sub-committee is regularly updated on pupil progress and the provision for music through our creative approach to the curriculum.

**Assessment.**

Pupils' progress is assessed annually using the 'P level statements' and teacher observation. This assessment data is collated in each pupil's blue progress file.

**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.

**Role of the subject leader.**

The subject leader is responsible for improving standards of teaching in Music across the school through:

- Monitoring pupil progress.
- Auditing and ordering/updating resources.
- Monitoring and developing Music through annually reflecting and writing a subject development plan.
- Keeping 'up to date' with recent developments and music teaching resources.
- Taking the lead in policy development.
- Supporting colleagues in their professional development.

**Conclusion**

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

This policy summarises our whole school approach to Music teaching and learning. However it should be read in conjunction with the following school policies:

- Communication
  - Teaching and Learning
  - Assessment
  - Equal Opportunities
  - Health and safety.
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