



HIGHSHORE SCHOOL

Music Policy

Mission Statement

Highshore staff and governors work co-operatively together with parents and students to ensure that pupils are offered a positive and challenging school environment.

Our school ethos ensures a safe and caring environment which values the individual, respects their differences and acknowledges entitlement to full access to the National Curriculum.

We seek to raise standards of achievement, and develop the potential of all pupils, and to provide them with the necessary skills to function as a positive and independent member of society.

Policy Statement

We recognise that music has an important role to play in the education of pupils with special educational needs. For pupils for whom academic achievement may be limited, music, along with the other creative arts, can provide real opportunities and outlets for creative and practical involvement as well as the development of aesthetic awareness and sensitivity, and the chance to acquire musical skills which can enhance leisure time later in life.

Music is therefore a valued resource and an important part in the life of the school and it is our intention to make music accessible to all pupils. Music-making and the development of musical competency can make a significant contribution to pupils' emotional, spiritual and social development.

Aims

Our central aim is to provide opportunities for all pupils to acquire the skills and musical understanding necessary to express their ideas, thoughts and feelings through the medium of music, to participate in positive, enjoyable musical experiences, performing in groups or solo, and to experience large-scale performances, and to see themselves as musicians in their own right.

- We recognise that music can be a powerful tool for learning and an important aesthetic, emotional and creative experience for all, and as a shared activity, a means of building a sense of community.
- Pupils are offered a wide breadth of musical experiences. Musical opportunities will build on and extend pupils' own musical knowledge and experiences, and reflect the diverse cultural backgrounds of pupils in the school.

Objectives

We aim to develop:

- the ability to listen attentively to music, to identify musical ideas and elements
- skills in responding to and evaluating their own and others' compositions and performances

- knowledge, understanding and appreciation of a wide range of music from a diversity of cultures and different periods of time
- skills in controlling vocal sounds and sounds created by a range of tuned/untuned instruments
- confidence and ability to perform, individually and in groups, with an awareness and an appreciation of audience
- the ability to compose , improvise , create and arrange music in response to a variety of stimuli, exploring a range of resources and instruments
- the ability to communicate musical ideas with some understanding of musical notation systems and language
- skills in ICT to enable use of recording, mixing and composing and arranging as a means of musical communication.

We also recognise that music can serve to develop skills important in other areas of the curriculum:

- speaking and listening effectively and responding with appropriate levels of control.
- communicating ideas and feelings and using the imagination.
- appreciation of and sensitivity towards other pupils.

Teaching & Learning Methods

The National Curriculum informs planning for the delivery of the subject and central to this are two strands :

- PERFORMING and COMPOSING
- LISTENING and APPRAISING

All pupils are given opportunities to perform, compose, listen and appraise.

Practical activities are central to our approach. Music-making comes directly from first hand experiences and needs to be fully participatory.

Activities are structured and work differentiated by task and by outcome in accordance with pupils' own levels of ability. At the same time the teacher will maintain high expectations of the pupils.

The purpose of all activities is made clear to pupils and they are encouraged to take ownership of their work.

Cross-curricular links are made with musical experiences where appropriate through links with topics and themes, which arise from history, geography, science, language and number work.

The National Curriculum Programmes of Study and QCA materials form the basis of the scheme of work, which is adapted to meet the diverse range of needs. The scheme follows a sequence of 15 units of work with key learning objectives providing the focus for each unit and with differentiated expectations of pupil attainment within units. The inter-related skills of performing, composing and appraising are developed within all the units and there are examples of Western classical music and other World traditions as well as popular, folk and improvised music. Each unit develops listening skills and the application of musical knowledge and understanding of how music is constructed, produced and influenced.

Music is taught in class groups at KS3/4/5 and pupils have access to 'hands-on' activities using untuned/tuned percussion, guitars & keyboards and vocal work.

All pupils are encouraged to take part in class performances, assemblies and end of term productions, and are given encouragement and support in order to present their arrangements and compositions.

An integrated approach enabling MUSIC, DRAMA, ART and other MULTI-MEDIA aspects of the arts, to be taught alongside each other, is seen as important. In order to facilitate this, planning will include a range of THEMES and TOPICS which will also be linked to HUMANITIES.

Assessment

Opportunities for assessing pupil progress are built into each unit of work. Outcomes are used to review progress and check whether pupils are ready to move on to the next activity or need more support or challenge. They also provide a framework for giving feedback to pupils.

The expectation statements for each unit of work are related to the level descriptions in the National Curriculum and the tasks set, which allows pupils' overall progress to be monitored.

All pupils are helped to achieve a level of confidence, independence and ownership of their work. Pupils' responses to the demands, particularly of the year 9 units, provide evidence to make end-of-key-stage assessments against the level descriptions.

Individual assessments are shown using a record summarising achievements across a range of musical skills. These are recorded in class files and used for further planning, differentiation and as a means of tracking progress. Photographs and audio CDs are also kept as a record of class achievements and outcomes.

Assessments are summarised in end-of-year reports to parents.

Certificates of merit are given to pupils who complete units of work at KS3/4/5. Certificates are also presented on a regular basis as an encouragement to those who perform well in productions and assemblies and as an incentive to encourage other pupils to perform.

Accreditation

The Arts Award scheme provides pupils with the opportunity of achieving Bronze level and is being offered across a range of Arts subjects. Pupils are encouraged to develop their skills and interests by creating an Arts diary which is assessed internally and externally.

Resources & ICT

The music room is very well equipped with a wide range of instruments including an extensive percussion section, from different cultures and traditions. Pupils are taught skills in guitar and keyboard playing. The musical instruments are continually being added to and developed to reflect the diversity of music-making opportunities in a multi-cultural setting. We have a complete set of Samba drums which are used to develop a Drum ensemble in the After-school Drum club.

Pupils are taught to value and respect the equipment as part of their day to day usage. There is a wide variety of CD's as a listening resource.

ICT resources are an important part of the music curriculum, for developing recording, composing and listening skills.

Pupils have opportunities to use ipads and imac [Garageband] to compose, arrange and save their work onto Sound cloud.

We have links with the Southwark Music Service which has offered training and enabled pupils to develop their music/IT skills alongside experienced professionals.

Literacy / Numeracy Strategy

The delivery of the subject takes account of the school's wider policy on literacy and numeracy.

Language skills can be enhanced in music particularly through:

- singing songs with attention to meaning, diction and awareness of phrase
- using the voice creatively and descriptively in performing/composing
- discussing musical features and describing sounds and how they are used
- negotiating with others in group or class music-making activities
- making comparisons
- asking questions to clarify tasks, and discover the views and opinions of others
- responding to questions that require analysis and factual recall, reasoning, evaluating and creative thinking.

Numeracy skills relate to ordering and sequencing of sounds:

- Counting in beat patterns
- Developing awareness of different lengths of notes ("note values") and how they relate to each other (e.g. $\frac{1}{4}$ notes in relation to $\frac{1}{2}$ notes)
- Organising sounds into larger structures.

Extra Curricular Opportunities

Students are encouraged to make use of the facilities in the music room for individual practice as well as group activities and provision for this exists during lunchtimes. There are school clubs which provide opportunities to develop a range of instrumental skills.

Drum Club

A drum club is offered as an after-school activity, where Samba Instruments are used to develop ensemble playing. Hand drums and drum-kit playing may be included. Emphasis is on developing rhythmic control and flexibility and ensemble playing in a range of styles.

Kinetika Bloco

We have a flourishing partnership with the South London youth band & performance group –Kinetika Bloco. This enables our students to rehearse and perform alongside other talented young musicians and dancers. Ongoing projects also enable our students to work with wind players as well as drummers and dancers, from the main band and perform in public events and outdoor festivals.

Listening Opportunities

The school provides a number of opportunities for pupils to hear live concerts and recitals by professional musicians. This may be organised by the music teacher in collaboration with other colleagues who are themselves musicians and thereby enrich the musical life of the school.

Several groups of young musicians have performed at the school under the “**Live Music Now**” scheme and there are regular projects like ‘Musician –in-residence’ where pupils can explore compositional work and pieces are created and performed by pupils themselves, alongside musicians from different traditions.

There are regular visits to the Royal Festival Hall to hear LPO concerts which are specially tailored to feature activities and themes relevant to ongoing units of work.

Live and recorded music is an important feature in assemblies and pupils are encouraged to listen to a range of short extracts as part of a whole school experience of shared listening.

Spiritual, Moral, Social and Cultural Development

These are essential aspects of musical development. Music helps pupils to exercise responsibility in the choices and decisions they make as part of a creative process, as well as valuing their own and others’ work. Music is the most social of the arts, and helps to develop skills in sharing and a sense of social cohesion, recognising the diversity of different roles in a group performance.

In cultural development music helps pupils recognise how music influences and reflects the way people think and feel relating it to the time and place in which it was created and performed, as well as reflecting on music from different traditions and identifying how and why some aspects change or stay the same.

In emotional development music contributes to an understanding of thoughts and feelings in relation to others, friends, social networks, culture and environments.

Citizenship

Music plays an important part in school events. It also provides pupils with the opportunity to represent the school in community and regional settings and to recognise their own responsibilities and the need to work towards common goals. It can raise issues which can be discussed, for example by sharing ideas about lyrics used in popular songs from different times and cultures.

Equal Opportunities and Inclusion

Opportunities for music-making and developing skills in a fully participatory way exist for all pupils irrespective of gender, race, religion and cultural background.

The music curriculum takes account of the principles that are essential for developing a more inclusive curriculum, namely by setting suitable learning challenges, responding to the diverse needs of pupils, and overcoming potential barriers to learning and assessment for groups and individuals.

The kind of support for pupils with difficulties in communication, language and literacy may include adapting schemes of work, using alternative communication and giving pupils ways of clarifying their ideas through discussion, modelling, role play, use of recorded examples-video & audio- and photographs.

We also recognise the need to identify and enable the development of those students who are particularly gifted in music.

Budget Planning

The music budget is reviewed annually and new resources are a priority in this area. The current spending also covers maintenance of the musical instruments and extending and renewing existing equipment which includes ICT.

Subject Action Plan

The action plan is reviewed annually and takes account of the whole school development plan, as well as more specific issues concerning resources, curriculum development and training.

Subject: Music

Subject Leader: Martin Weightman
Date: May 2015

Date ratified by Governors: June 9th 2015
Julia A. Field