



Broadfield Specialist Secondary GLD School  
Music Policy

Subject Aims

Music is a source of great pleasure and enjoyment, but is also a medium of communication, creative exploration and self-expression. It offers opportunities to interact with others and to explore ideas, feelings and emotions, both verbally and non-verbally. Young people have a natural interest in the exploration of sounds, rhythm and movement. Music can enhance the learning experiences of all young people and contribute to the development of confidence and self-esteem. Shared musical experiences can also enrich the life of the school and create a sense of community and identity.

From the National Curriculum

*“Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and a sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”*

Learning opportunities in music

- Exploring sounds
- Learning to enjoy sounds
- Controlling sounds
- Exploring musical instruments
- Developing communication skills
- Listening to others and taking turns
- Developing vocal sounds
- Developing fine motor control skills
- Intensive interaction using, voice, dance movements and instruments
- Developing concentration and attention
- Joining in group activities and sharing musical experiences with others
- Interacting and co-operating with others
- Creative exploration, self-expression and improvisation
- Participating in / listening to music, songs, rhymes and chants of different styles and from different times and cultures
- Listening to and moving to different types of music
- Participating in action songs and dance activities
- Developing body and spatial awareness through movement
- Rehearsing and performing
- Developing understanding of musical concepts through practical activities
- Contributing and developing musical ideas
- Learning to make choices and express preferences
- Listening to musical language
- Developing confidence and self-esteem
- Having fun

Music is taught in line with the National Curriculum 2014.

#### Aims:

The National Curriculum for Music aims to ensure that all pupils

- Performs, listen to, review and evaluate music from across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
- Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn musical instruments, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

#### Inclusion

Teachers take account of the three principles of inclusion from the National Curriculum by;

- Responding to and planning for a diverse range of needs
- Setting suitable learning challenges for all abilities
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

In addition, given that all our pupils have special educational needs, we take particular account of guidance on the teaching of Music from the DfE relating to Inclusion, which states that; “teachers should teach knowledge, skills and understanding in ways that suit their pupils’ abilities”. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study.

Guidance has also been taken from the QCA Document “Planning, teaching and assessing the curriculum for pupils with learning difficulties – MUSIC” (2001), in particular the Performance Descriptions for assessment purposes.

#### Class Organisation and Teaching/Learning Styles

The specialist Music teacher (Music Co-ordinator) with support from the Senior Leadership Team and the class teacher are responsible for the delivery of Music as timetabled.

Pupils have opportunities to experience music through Whole Class Group and Individual activities; During the delivery of the planned topics this should include;

- Practical activities
- Oral work
- Written work
- Experimentation
- Aural activities
- Opportunities to perform as a group
- Whole school musical events

Using:-

- Differentiated materials and resources
- A wide range of primary and secondary musical source materials
- ICT – interactive whiteboard, music software and recording equipment.

#### Assessment, Recording and Reporting

In Music (as in all subjects), we follow our school policy for Assessment, Recording and Reporting, including Assessment for Learning approaches.

- Informal assessment-questioning and observations

- Positive feedback – build confidence
- IEP targets are considered

### School Self Evaluation

In Music (as in all subjects) we follow our whole school policy for School Self Evaluation. This includes a range of strategies to ensure that standards in music are high and which are clearly identified in annual School Improvement Plans, including:-

- Monitoring and Evaluation of Schemes of Work
- Annual Report on standards prepared for governors
- The Music Co-ordinator and Standards Co-ordinator monitoring the learning in Music.

### Music Tuition:-

Tuition is provided on an individual basis and small groups in keyboard, guitars and drums. We have two peripatetic teachers who come in to teach Guitar and Drum Kit.

Resources - all kept in music classroom apart from the piano which is kept in the hall

- Percussion instruments
- Sound beam (trolley)
- Skoog
- IMac
- Tuned percussion (glockenspiels etc.)
- Guitars
- Drums
- Keyboards (plus headphones etc.)
- Song books/sheet music/resource books
- Music and movement/sensory resources – Lycra sheet, parachute etc.
- Teacher-made resources/worksheets/visual aids
- CD player/recorder
- Microphones
- Drum machine
- Music stands
- CDs

### Cross Curricular Skills and Themes

Multi-Cultural- Music is an important tool for teaching about other cultures. As part of the programme of study....."pupils should be taught the knowledge, skills and understanding through a range of live and recorded music from different times and cultures."

Through experiencing a diverse range of music from different traditions and backgrounds, pupils begin to develop an awareness of different cultures within society, and a respect for cultural diversity.

Music has a considerable contribution to make to the whole school curriculum in that it is intellectually stimulating and develops concepts and understanding in Science, Technology, History, Geography and PE (Dance), but has particular links with;

### Literacy

Communication and expression

Listening skills

Poetry and Rhyme

Stories, role-play, structure.

Language development – vocabulary, vocal tone colour.

Numeracy

Patterns, sequences,  
Counting,

PSHE

Working together  
Respect for the contributions of others  
Attention and concentration

ICT

Use of recording equipment  
Music Software  
IMac with garage band

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Amended by S.Mills 5/10/17