

The Meadows Music Curriculum Policy

Intent

The Music curriculum aims to support the Meadows curriculum pathways leading to three broad outcomes: Learning for Life, Learning for Independence, Learning for Employment. For the lowest ability student outcomes might include AQA unit awards and ASDAN programmes of learning, for the more able students a pathway leads to Entry Level qualifications and then Functional Skills Entry Levels and finally the most able students achieve GCSE qualifications and Functional Skills level 1. The proportion of students on each pathway can vary from year to year.

In Music we provide the following accreditations:

AQA unit award accreditation

The three pathways lead to distinct outcomes in terms of accreditation but there will also be wider outcomes we aspire to see in the adults who leave the school. The first pathway will aim to develop adults who can care for themselves, keep themselves safe, be healthy and have the communication skills to experience some level of independence including independent living. The second pathway will aim to develop adults who as well as the former also have some functional skills and the life skills to live independently, some of whom may continue their education by accessing specialist colleges. The third pathway will aim to develop adults who have functional skills and the accreditations to go onto to access education placements in colleges, who will live independently and secure employment. All the pathways will seek for the individual to maximise their potential and be successful members of their local community.

Learning Outside the Classroom is an important part of every subject. In Music we seek to take learning beyond the classroom as it increases engagement and allows students to develop wider skills. Some activities we use outside the classroom include: music concerts, productions and performances for parents at Christmas and visits to local theatres and venues to watch productions and pantomimes.

Music at The Meadows School is seen as an important part of each child's personal development. It allows children of all abilities to gain self-confidence and learn to pursue and succeed in personal goals. It encourages self-control, develops social skills and enhances self-worth. It provides an extra stimulus for pupils with more complex needs and is a valuable tool for communication.

We shall develop each child's sensitivity to music and musical sounds. This will enable them to respond in different ways to the stimuli this provides. They can thus develop a means of expression beyond the conventional ways of communication, such as speaking or writing. Co-operation with others in group work will develop social skills alongside the skills they will learn elsewhere in the curriculum. They will be encouraged to aim for as high a standard as possible in performance in order to experience the satisfaction of having striven for and achieved a goal. They will be encouraged to use their imagination and develop their powers of memory, judgement and perseverance in composing and performing.

To enable pupils to progress to their individual full potential and be given opportunities to: -

- To perform, listen to, appraise and evaluate music across a range of historical period, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and use their voices.

- To create, improvise and compose music individually and with others.
- To have the opportunity to learn a musical instrument in a solo and ensemble context.
- To use technology and ICT appropriately.
- To be aware of the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To be aware of music from different cultures, ethnic groups and religions.
- To appreciate music via concerts and performances.
- To make links between music and other subjects and areas of the curriculum.
- Some students will benefit from a structured and a sensory approach to aid teaching and learning.

Implementation

All pupils, regardless of race, gender, culture or disability will have the opportunities to have music within their timetable. Every pupil will be given the opportunity to contribute at their own level regardless of ability.

PMLD classes have access to music therapy sessions that are sensory based. Key Stage 3 SLD and MLD pupils also have regular music lessons. MLD/SLD pupils will have the opportunity to access notation in some form and learn to play an instrument such as glockenspiel or recorder as well as to take part in singing and karaoke activities. Pupils may also have opportunity to learn how to play the ukulele if they wish to do so.

Music is not a statutory requirement so does not need to be taught as a compulsory subject at Key Stage 4 or for Post 16 students however where it is appropriate pupils may work towards AQA nationally accredited units and certificates.

Live performances are by invited groups and the pupils themselves. Our pupils will take part in inter-school concerts and workshops where possible.

Timetabling is an area in which there is a need to have some flexibility where it is appropriate in order to accommodate extra rehearsal time, individual instrumental tuition and specialist therapeutic music sessions.

Resources

Resources including instruments will be kept in a specific room or place and can be accessed by all pupils and staff. MLD and SLD pupils will use the Charanga Music Scheme. Key stage 4 pupils where it is appropriate may use the AQA units of work. A sensory room environment is also available and timetabled for use by some pupils as part of their on-going sensory experiences. Specific equipment such as soundboards and a sound beam unit are also available to be used if it is relevant to the needs of pupils.

More appropriate and more diverse resources will be constantly reviewed in respect of a changing school population with more pupils who have more complex needs.

Teaching and Learning

Lesson planning includes lesson objectives that are differentiated to meet the needs of pupils. Some learning objectives are differentiated and may be linked to Charanga, Q scales or Evidence for Learning.

Pupils have the opportunity to work individually, in small groups or as a whole group as appropriate.

Planning and Record Keeping

Long term topic planning is based on the Key Stage 3 National Curriculum Programme of Study. Pupils in Key Stage 3 (Year 7, 8 & 9) will follow a 3-year rolling programme of a medium-term plan based upon topics that can be linked to the Charanga Music Scheme of Work whereas Key Stage 4 pupils will follow an AQA unit topic if applicable.

Pupils are to follow which ever scheme of work is considered appropriate for them.

All Music schemes of work support inclusive practice.

Pupils who are PMLD and others who it is appropriate for will follow learning using Asdan.

Record keeping can take a variety of different forms via observations, written records, photographs or recording.

Impact

Wherever possible assessment will be planned and used both formatively and diagnostically, helping teachers to meet the developmental needs of each pupil.

Pupils will be assessed via teacher and teaching assistant observations to inform future planning as well as the use of visual recordings, annotated photos of activities on class I Pads and Evidence for Learning. Also, AQA unit award accreditation where it is appropriate.

Progress will be assessed using Q Scales for PMLD and SLD students and Evidence for Learning for MLD students as appropriate. Also, AQA unit award accreditation. This will help to inform the basis for future planning objectives and assessment.

We aim to ensure that all pupils have access to relevant and appropriately challenging learning opportunities that build on prior knowledge, understanding and skills to support achievement and progress.

We will encourage pupils to use IT within the curriculum to record performances and compositions. Positive and supportive peer assessment may be used for self-evaluation and feedback also teachers and teaching assistants will record evidence in a class book or iPad.

Achievement and information will be shared with stakeholders through display, celebration events, newsletters, school websites and reports.

Curriculum Management

All stakeholders will work together to ensure the implementation of the music policy. The music coordinator will lead teachers of the subject to facilitate the distribution of resources and timetabling where appropriate in the following ways:

- By updating the policy.
- Identifying the need to update resources.
- By promoting the appropriate training.
- To keep staff abreast of new developments.
- By providing support to enable staff to develop their pupil's capability.

Cross Curricular Music Opportunities

Teachers will seek to take advantage of cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through music lessons to other areas of the curriculum and vice versa. Opportunities to use ICT to support teaching and learning will be planned for and used as appropriate.

Inclusion

All pupils, regardless of race, gender, culture or disability shall have the opportunities to develop their knowledge and understanding of music. The school will promote equal opportunities for all pupils and will ensure equal distribution of all resources.

All pupils regardless of learning difficulties will have the opportunity and support for specific learning needs. Dyslexia friendly strategies will be employed throughout the school. See dyslexia friendly policy on the website for more information. All pupils will have access to relevant and appropriately challenging learning opportunities that build on prior knowledge and understanding to support achievement and progress.