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Reviewed by Ian Harwood: Autumn 2014

**Music Policy Document – Updated 10 / 2014**

**Introduction**

Foxfield School is a secondary special school that caters for pupils with severe and complex learning difficulties. Music plays a powerful and integral part in everyday life at Foxfield School. Music is widely used in other curriculum subjects, as part of daily routines, assemblies and is a prominent part of the annual calendar of school events, such as the School Show, Christmas production and the Summer Festival. Music as a national curriculum subject is delivered in discrete lessons each week to all key stage 3 pupils and to PMLD classes. From September 2014 Key Stage 4 pupils no longer follow music education through the ‘Expressive Arts’ and ‘Creativity’ modules that were previously delivered in the ASDAN curriculum, however pupils from Key Stage 4 will continue to have a weekly music lesson that builds on the programme of study from Key Stage 3. This may now include activities in music lessons that will count towards a Personal Progress Qualification: *Engaging in creative activities,* to be studied biennially as agreed with the qualifications co-ordinator. Post 16 pupils have opportunities to attend music based options lessons. Pupils from all age phases are encouraged to join the school choir as a lunch time club, leading to further performances throughout the year.

This policy document gives guidance to all those teaching music as a discrete subject to key stage 3 and 4 pupils and PMLD classes. It is a statement of the aims, principles and strategies for provision of music at Foxfield School. The new national curriculum and guidelines have been taken into consideration in the formulation of this document.

There are four main purposes to this policy:

* To establish an entitlement for all pupils
* To establish expectations for teachers and staff of this subject
* To promote continuity and coherence across the teaching of music in Foxfield
* To state the schools’ approaches to this subject in order to promote pupils’ and staffs’ understanding of the curriculum.

 *“All children can be helped to learn to enjoy and to become involved in music to some extent. Music must be of inestimable value for children who have difficulties in hearing, seeing, moving, thinking or responding. A single instrument can possess qualities of sound and tone irresistible enough to reach a child in a direct, uncomplicated manner. Children who experience severe obstacles in forming relationships with other children, adults and their environment can achieve security and joy in making music. Music confers non-musical benefits that have particular consequences for pupils with special needs. It contributes to:*

* *Reasoning ability*
* *Reading skills*
* *Feelings and response*
* *Personal fulfilment*
* *Language development*
* *The promotion of communication*
* *Motor control and physical well being*
* *Positive attitudes to school*
* *Socializing and pleasurable experiences in a group.”*

(From Walker, A. (1996) ‘An Ear For Music’. In J. Piotrowski (ed.), *expressive arts in the primary school* (pp.38-48) London: Cassell.

**General aims from the New National Curriculum**

Music is included in the New National Curriculum with three main aims to ensure that all pupils:

* 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 and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, 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 the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The music curriculum at Foxfield School reflects the aims of the new national curriculum and has been tailored around the curriculums requirements and where appropriate links with the pre-existing QCA units of work used under the previous National Curriculum.

Lessons will be planned to ensure that each three aspects are considered and developed together as each aspect has an important role in contributing to the development of others. This interrelation serves to maximise pupil learning and capability.

**General aims of the music curriculum at Foxfield School**

* Provide pupils with a broad and balanced curriculum.
* Enable all pupils to realise their individual creative potential and to express themselves through music.
* Enable pupils to acquire and develop the musical skills involved in performing, composing, listening and appraising.
* Develop, through music, pupils’ skills, which contribute to learning across the curriculum.
* Contribute to the schools ethos and aims.
* Pupils of differing abilities and whose experiences are wide ranging will be encouraged to develop at their individual level and stage of development.
* Building upon their natural responses, pupils will find enjoyment in creating music and see themselves as musicians.
* Pupils will find a sense of purpose, achievement and fulfilment in musical expression. Feeling able to express their ideas and feeling through musical creation.
* Pupils will develop skills to use a range of instruments (including voice) and techniques
* Pupils will develop and use appropriate vocabulary
* Parental partnership and community involvement will be given full regard in the delivery of the music curriculum.
* Develop effective communication skills through music for pupils with profound and multiple learning difficulties, ASD and those with severely disordered communication.

**Curriculum Organisation**

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The New National curriculum has been introduced from September 2014 and will now be referenced in planning the school curriculum that meets specific needs of individuals and groups of pupils. However, as the guidance for Music in the new curriculum does not directly contradict previous guidance, other than as a refocusing from four areas to three, reference will still be made to the appropriate QCA guidance as exemplars for developing a broad and balanced music curriculum.

The QCA inclusion statement on providing effective learning opportunities for all pupils is still relevant and outlines how teachers can modify the programmes of study to provide all pupils with relevant and appropriately challenging work. The document ‘Planning, teaching and accessing the curriculum for pupils with learning difficulties – Music’ specifies that teachers may use material from earlier key stages and focus on one aspect or a limited number of aspects of programmes of study. This approach has previously been adopted at Foxfield to ensure that all pupils access learning and develop knowledge and skills at an appropriate developmental level to provide a sound basis for progression in music in Key Stage 3 and will be retained until future guidance supersedes it. This approach will now also be used to extend the curriculum into Key Stage 4 classes. This is reflected in the long term planning and reference has been made to particular key stage and units of work. In addition to this there has been much consideration given to resources and materials are carefully selected to ensure that they are both age and level appropriate.

The music curriculum at Foxfield School has been designed to give pupils a broad, balanced and realistic curriculum, which covers all areas of music outlined in the national curriculum for our more able pupils. For our pupils with PMLD, who are at the earliest stages of musical development, an alternative curriculum has been devised. The different curriculums are detailed below.

**Curriculum Delivery**

Music is timetabled to be taught to Key Stage 3 and 4 pupils once a week at Foxfield School. Discrete music lessons are also delivered to all PMLD students (currently a key stage 3 class and a cross key stage class of pupils aged 14 – 19). Therefore, due to the needs and ability range of the pupils at Foxfield there are two different, yet suitably challenging music curriculums delivered. For middle and higher ability pupils the curriculum follows a three year rolling programme at Key Stage 3 with different modules delivered every half-term and a similar two year rolling programme for Key Stage 4 pupils. For PMLD pupils ‘The Sensory Curriculum’ has been devised by the Key Stage 3 PMLD teacher, who was also the previous music co-ordinator. It accommodates pupils with PMLD and is also applicable for pupils that have profound ASD / challenging behaviours that are functioning at a similar level. This curriculum does not have a 3 year rolling programme as the music activities can be used flexibly to fit in with the PMLD classes theme for other lessons and is currently structured on a needs driven basis. Activities are evaluated and updated as and when pupils show significant progress and consistent responses have been built and developed. The curriculum makes some links with the programmes of study as a framework for lessons with opportunities for other commercial schemes designed for PMLD / SLD such as TACPAC and Atmospherics. There are also opportunities for intensive interaction.

**The Sensory Curriculum**

(PMLD)

The importance of musical experiences and education for pupils with PMLD and SLD has been widely documented. It is believed that music can stimulate and develop people with significant sensory and communication impairments. The sensory curriculum at Foxfield differs from the music curriculum delivered to more able students as it is designed to meet the needs of pupils with a range of sensory and communication impairments.

Pupils with PMLD and profound ASD are not cognitively ready for subject based learning or developing specific musical skills and knowledge. They are at a stage of development where they are acquiring pre-requisite skills for learning. Their weekly music sessions will be used as a vehicle to do this.

Pupils will be given many opportunities throughout each session to experience music through touch, movement and vibration whilst developing their understanding of anticipation, turn taking, choice making and communication skills.

The aims of this curriculum are:

* To develop ‘cause and effect’
* To promote and develop communication skills
* To develop anticipation skills
* To develop and increase co-operation
* To develop and increase body awareness through movement, touch and vibration
* To develop motor control / co-ordination and spatial awareness
* To develop exploration skills
* To develop preferences, dislikes and choice making
* To develop listening skills and sound discrimination
* To develop their musical skills to the best of their ability
* To provide opportunities for intensive interaction

This curriculum takes account of pupils’ developmental stage and needs and yet provides pupils with a variety of rich musical experiences and challenges. An outline plan has been devised with sensory modules and activities relating all of the core musical elements. They are ‘Tempo, Texture, Pitch, Dynamics and Timbre’. Modules will be selected for different class groups by the PMLD teacher or music co-ordinator throughout each academic year, and thus will not form a discrete rolling programme.

Each lesson will follow the same format to provide consistent routine and structure. This will allow pupils to over a period of time develop anticipation and build on their skills.

**Lesson Structure**

(PMLD)

The teaching of music to PMLD pupils will involve many facets over the course of a lengthy lesson to keep pupils stimulated and active. A general running order is outlined below:

* Pupils will be cued into the lesson through welcome song and object of reference (where appropriate).
* Music and movement – pupils will partake in a simple dance routine or use bungee and parachutes to an upbeat piece of music over a period of a term with close support.
* Song activities.
* Focussed activity e.g. TACPAC Plenary / cool down
* Appraisal and sign for finish

**The Music Curriculum**

(High and middle ability pupils**)**

Classes in Key Stage 3 and 4 follow a progressive music curriculum where pupils participate in modules each half term. This curriculum encourages pupils to develop and build on skills that would be more typical of key stage 1 and 2 pupils.

A long term plan has been devised for higher and middle ability pupils that draws on aspects of the QCA units of work from key stages 1, 2, and 3. The long term plan outlines a three year rolling programme for Key Stage 3 which is now extended by a two year programme for Key Stage 4. Each year begins with a focus on beat and rhythm before moving on to a particular musical focus, e.g. ‘pitch’, ‘musical genres’. All modules delivered over the year are then linked as far as possible into the focus area to ensure continuity, retention and further development of skills. Each module delivered throughout the year should be progressive so that skills are acquired in a systematic manner and pupils have increasing opportunities to employ skills they have developed over the year. The three focus areas outlined in the long term plan for Key Stage 3 are:

* Developing beat and rhythm
* Developing pitch and melody
* Developing knowledge and understanding of different musical genres

The two focus areas outlined in the long term plan for Key Stage 4 are:

* Developing composition
* Developing musical appreciation

**Lesson Structure**

(High and middle ability pupils)

* Musical appreciation – listening to and discussing a particular piece of music with higher ability pupils recording their answers.
* Performance of familiar and new songs
* Musical games/listening activities
* Main lesson content
* Assessment for learning
* Individual / group tasks
* Plenary

**The Music Strands Key Stage 3**

The half termly modules are as follows (QCA references are to be used for higher ability pupils to extend their skills where appropriate)

**High and Middle Ability Pupils**

**Year 1 – Focus ‘Pitch and Melody’**

1). Feel the pulse – Exploring pulse and rhythm (links with QCA Unit 4 KS1 & 2).

2). Sounds interesting – Exploring sounds (links to QCA Unit 2 KS1 & 2).

3). Taking off - Introduction to Pitch – high and low and non-musical sounds (links with QCA Unit 5 KS1 & 2 and Unit 3 Soundscapes KS3).

4). Exploring melody and the notes of the major scale - ‘Do, Re, Mi’ (elements of QCA Units 5, 12 and 19 KS1 & 2).

5). Exploring scales and pentatonic scales (links with QCA Unit 12 KS1 & 2).

6) Musical devices – riffs, arpeggio’s and repeating musical ‘hooks’ (links with QCA Unit 21 KS1 & 2 and Unit 10 KS3).

**Year 2 – Focus ‘Rhythm and Beat’**

1). Understanding Beat and Rhythm – on beat and off beat (links with QCA Unit 4 KS1 & 2).

2). Play it again - understanding Cyclic / Rhythmic Patterns (links with QCA Unit 16 KS1 & 2 and Unit 4 KS3).

3). Exploring instruments - introduction to Graphic Scores (links with QCA Unit 6 KS1 & 2).

4). Introduction to simple composition and improvisation (links with QCA Unit 13 KS1 & 2).

5). World Beats – introduction to beats and rhythms from around the world (links with QCA Unit 9 KS3).

6) Tempo, duration, dynamics and timbre (links with QCA unit 2 and 7 KS1 & 2)

**Year 3 – Focus ‘Musical Genres’**

1). Exploring Beat - exploring tempo (links with QCA Unit 4 KS1 & 2)

2). An Introduction to Orchestral Instruments (links with QCA Unit 11 KS1 & 2 and Unit 11 KS3)

3). Focus study on an Orchestral Music (Prokofiev’s Peter and the Wolf) (links with QCA unit 5 KS3)

4). Exploring different genres of music – Indian classical music (links to Unit 12 KS 3)

5). Studying musical forms – Call and refrain and Jamaican Music (links to QCA unit 17).

6). Composition and improvisation – group performance (links with QCA unit 13 & 20 KS1 & 2).

**The Music Strands Key Stage 4**

The half termly modules are as follows (QCA references are to be used for higher ability pupils to extend their skills where appropriate)

**High and Middle Ability Pupils**

**Year 4 – Focus ‘Composition’**

1). Understanding Beat and Rhythm (links with QCA Unit 4 KS1 & 2).

2). Exploring descriptive sounds (links with QCA unit 9 KS 1 & 2).

3). Exploring sound sources (links with QCA Unit 18 KS1 & 2 and Unit 3 Soundscapes KS3).

4). Form and Structure (links with QCA Unit 2 KS3).

5). Exploring musical arrangements (links with QCA Unit 6 KS3).

6). Variations and developing musical ideas (links with QCA Unit 7 KS3).

**Year 5 – Focus ‘Music Appreciation’**

1). Understanding Beat and Rhythm (links with QCA Unit 4 KS1 & 2).

2). Songs and singing games (links with QCA Unit 10 and 16 KS1 & 2 and Unit 4 KS3).

3). Popular Music and the Media(links with QCA Unit 6 KS1 & 2).

4). Music appreciation - Jazz and improvisation (links with QCA Unit 8 KS3).

5). World Music – Music from around the world(links with QCA Unit 9 KS3).

6). Classical Music and the concerto (links with QCA unit 14 KS3)

**Assessment, Recording and Reporting**

At Foxfield School pupils’ learning is assessed both formatively and summatively using a range of strategies.

Assessment in music is an ongoing process. Pupils are assessed against the learning objectives set out in the medium term planning at the end of each term / module. During lessons pupils will be assessed by way of staff observation. We use a recording scheme by writing how much help a pupil needed during the lesson / module to achieve the aim and objectives. The marking scheme used is taken from ASDAN, the schools accreditation system, and this scheme is used across the whole school to provide continuity in the assessment process.

The recording on the assessment sheets is abbreviated in the following way:

ER – Experience recorded.

SH – Spoken help

PH- Physical help

GH- Gestural help

NH – No help

Pupils with PMLD who follow a sensory curriculum are assessed at the end of each lesson against McInnes and Terry ‘Stages of Interaction’. They are as follows:

1). Passive

2). Resists

3). Tolerates

4). Co-operates

5). Enjoys

6).Responds

7). Leads

8). Initiates

Pupils are also assessed using the National Curriculum guidelines for P levels and Attainment targets. At Foxfield School we have broken each P Level and National Curriculum level down (up to NC Level 3) into 5 progressive steps. This format brings it in line with a PIVATS compatible structure and approach to assessment. This makes teacher assessment more precise and progress can be easily identified. Pupils are assessed against these levels twice a year (February and July). All pupils’ levels are also recorded onto the schools data base. The Assessment co-ordinator will use this data to gather necessary information as to how pupils with ASD, PMLD, LAC and those who have free school meals perform and progress in music. Also this information will be used to measure the performance of boys and girls in music.

The outcomes of pupil assessment are used to help influence future target setting by the co –coordinator, as well as planning and delivery of lessons and may inform the setting of appropriate targets for pupils’ Individual education plans (I.E.P’s).

Reports are written annually for each pupil at Foxfield. These reports help to structure the Annual review meeting which is a meeting held at school between the class teacher of the pupil and parents/carers. Other outside agencies may be invited to attend.

The annual report will detail the progress that the pupil has made in the key areas taught that year. During the annual review open discussion will take place about progress in the lessons.

Other formative methods of assessment are also used for music such as peer assessment and self-assessment, particularly in more able classes.

Each pupil also has an electronic progress file which includes a section on music. Evidence of pupils’ written work may be scanned and / or appropriate annotated photographic evidence of work in music are levelled and updated annually.

Additional recording may also take place using video cameras to record pupils’ performances and developing projects over the course of specific modules. Compositions will also be recorded and saved digitally onto the school’s intranet.

**ICT Statement**

Information and Communication Technology is used throughout the teaching and learning of music at Foxfield. There are many modules in the music curriculum where the role of computer programmes is paramount, e.g. ‘composition’. ICT is not only used in the capacity of equipment in lessons by using keyboards, computers, iPad apps, the SoundBeam, drum machines, CD’s and DVD’s but also lessons involving digital photography, lighting equipment to support lessons, sensory and soft play room technology, lesson plans and photocopying etc.

The following list describes the ICT software and hardware that is used to develop the teaching and learning of music as Foxfield School.

Software

* Digital photography
* CD ROMs and Internet
* iPad apps
* Lighting equipment controller software
* Wii machine music games
* CD’s

Hardware

* SMARTBoard
* Digital Photography
* Sensory trolley
* SoundBeam machine
* Digital projector
* DVD player
* Keyboards
* iPad
* Lighting equipment
* Drum machine
* CD player
* Wii Machine
* Switches

**The Subject Co-ordinator**

**The music coordinator at Foxfield is responsible for:**

*Coordination:*

* The writing of the whole schools’ music policy document
* The writing of the whole schools’ music curriculum document
* The production of relevant and differentiated schemes of work designed to ensure progression and continuity in Music in Key Stage 3 and 4 and support throughout the school.
* Create example lesson plans to be adapted to suit the relevant classes.
* Establishing collaboration between teachers who will be teaching music, to ensure continuity and progression.
* Ensuring that music teachers undertake assessment and recording of each pupil’s music capability.
* Monitor progress in music and the use of ICT within it.
* Ensure that the pupils are taught about the multi-cultural side of music education.

*Resources:*

* Organising resources to support the music policy and curriculum document and its’ priorities.
* Coordinating the purchasing and maintenance of equipment.
* Ensuring that the staff of Foxfield have access to music resources and equipment.
* Ensuring the safety of the equipment.

*Staff development and support:*

* Identifying what music support is needed by individual staff.
* Keep up to date with developments in Music education and disseminate information to colleagues.
* Assisting teachers to incorporate music into their planning and lessons.
* Arranging in service support.

*Monitoring and review:*

* Monitoring and reviewing current practice in Music and provision in the school.
* Involving staff in the review and development of the policy and curriculum document.

*External Liaison:*

* Keeping up to date on the use of relevant and appropriate Music issues and resources.
* Liaising with LEA advisory staff and other agencies.
* Liaising with other music co-ordinators and attending meetings.

Other teachers of music are responsible for:

* Developing the pupils’ capability in music in accordance with the school’s policy and curriculum document.
* Ensuring that each pupil they teach has equality of access to Music resources in school.
* Monitoring and evaluating each pupil’s experiences.
* Determining the next stage in pupils’ learning, adapting the short term plans provided to ensure continuity, progression and rigour.
* Keeping records of pupils achievements in music and assessing each pupils’ attainment.
* Developing their own capability to support their teaching and pupils’ learning.

Learning support staff are responsible for:

* Working closely with the class teacher to ensure that the pupils develop their Music capability.
* Developing their own capability to support the teaching and learning of music in the class they work with.
* Assessment of pupils work using the given pro forma during lessons.

**Equal Opportunities / access to the curriculum**

We operate within the whole-school equal opportunities policy. We challenge prejudice as it arises and have a consistent approach to dealing with racist or sexist incidents.

All pupils should have equal access to Music in order to develop their skills in music.

Medium term planning details a range of outcomes to accommodate the least and most able pupils. Differentiated plans are provided for various ability levels, these can also be adapted to suit individual classes.

We check CD ROMs, software and documentation to ensure that gender and ethnicity are reflected in a balanced way without stereotyping.

Staff are careful in their use of language. This is for several reasons, for example, to avoid reinforcing stereotypical views of society. Staff are also careful with their language to ensure that pupils understand what is being taught. Therefore technical words must be explained and supported in addition careful questioning is needed to help ‘scaffold’ pupils responses and support them in expressing their ideas.

Some of the units of work provide pupils with the chance to experience music from around the world, addressing different ethnic minorities.

The music department aims to encourage all pupils irrespective of their gender, race, ethnicity, religion, socio-economic background and level of disability.

**INSET**

Music has historically delivered by the music coordinator, with the possibility of a few exceptions. At Foxfield School we try to ensure that all staff teaching music have an understanding of the music curriculum. Other teachers delivering music will meet before each module is taught. This is an opportunity for the co-ordinator to discuss planning, resources, explain terminology and give demonstrations where necessary to ensure that staff are fully equipped with the appropriate knowledge and skills.

Training opportunities are provided as courses arise.

**Evaluation**

The curriculum policy is reviewed every year to consider:

* The contents of the policy in the light of changes both within and outside school.
* The identification of INSET needs.
* The levels of achievement of the pupils in music across key stage 3 and 4.
* The use and range of resources across the school.
* Changes in school population and the any specific needs of new pupils.

**Music Policy Appendix**

* Music Action plan 2014-15
* Music PIVATs ‘P-Level’ assessments
* Audit of Musical Instruments
* Music timetable
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