



Pendle Community High School & College KS3 Music Policy

Document Purpose

This policy reflects the school values and philosophy concerning the teaching and learning of music. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3 and 4, as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our pupils and sets out a framework within which teaching staff can operate. This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the school network. A copy of this policy is also available to parents via the school website.

Overview and Aims (Intent)

At Pendle Community High School and College, we want pupils to love music. Our vision is to give pupils access to an engaging and fun music curriculum reflecting the world they live in now, but at the same time giving them access to musical styles throughout history. Through the curriculum pupils are able to listen to and appraise a variety of musical styles alongside performing pieces and creating their own compositions through the use of voices, body sounds, instruments and technology. To achieve this, all pupils access a variety of musical games, songs, instruments, music workshops, and extra-curricular music clubs e.g. singing and signing, choir and a band. We aim to inspire a love of music that not only develops subject specific knowledge and skills, but also challenges pupils to consider their understanding of music through history, art, technology and culture. We want pupils to grow in confidence as they progress through the curriculum and become more passionate in their responses to music.

We aim for pupils to use music to help maintain emotional and social well-being and to enjoy it recreationally. The curriculum will support and inspire pupils to develop a love of music, improve their talent as musicians, and so increase their self-confidence, creativity and sense of achievement and have opportunities to celebrate culture and community through music. Pupils will begin to develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. This music curriculum aims to foster an increasing enthusiasm for the subject amongst our pupils and life-long musical enjoyment.

Singing skills: A singing culture will be established and nurtured within the school. Pupils will be taught to sing and sign a wide-ranging variety of songs and to use their voices expressively.

Instrumental skills: Pupils will have the opportunity to play both tuned and untuned instruments with increasing control and rehearse and perform with others, with an awareness of audience. KS3 children will learn to play the keyboard.

Composing skills: Pupils will create musical patterns and will be shown how to explore, select and organise musical ideas, recording these in a variety of ways, (e.g. pictorial score, by means of a digital recorder, tape recorder or video or using graphic scores or traditional notation).

Appraising skills: Pupils will be given the opportunity to explore and explain their own ideas and feelings about music, using music expression and musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding: Pupils will listen with increasing concentration and internalise and recall sounds with increasing aural memory. They will learn that time and place can influence the way music is created, performed and heard, that music is produced in different ways and is described through invented and standard notations.

At Pendle Community High School & College, the aims of the music curriculum are:

- To learn to sing and to use their voices, to create and compose music on their own and with others, to learn a musical instrument, use technology appropriately and have the opportunity to progress musically.
- To begin to understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- To begin to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.

Cultural Capital

The music policy at Pendle Community High School and College has been designed to follow and meet the needs of the National Curriculum Programmes of Study as well as supporting the 4 key drivers of our curriculum intent: being safe, having positive health and wellbeing, gaining independence and improving communication including social interaction. Through these we set out the knowledge, skills and understanding that our pupils of different abilities are expected to gain. In addition, the music curriculum is supplemented with a range of activities designed to enrich the learning experience of all of our pupils, furthering their knowledge and understanding of the world around them and preparing them for life beyond school. These opportunities include but are not limited to:

- Performances
- Clubs – singing and signing,
- Year 9 Individual Instrument lessons
- Visits to music festivals and concerts
- Year 10 Options - band and choir

Implementation

Music at Pendle Community High School is delivered weekly in KS3 and delivered and supported by music specialists. Each group will build upon the learning from previous learning to ensure they are developing depth of understanding and progression of musical knowledge. All lessons provide opportunities for children to develop practical skills and progress by listening and appraising, singing, playing, composing, and performing. Pupils in Years 7 - 9 will learn to play the keyboard as well as having individual opportunities to learn a different instrument whilst in school. The curriculum promotes an enjoyment and foster interest of music through regular music classes and extracurricular opportunities. Any pupil experiencing difficulties will be given extra encouragement by working in a small group with the teacher/ support staff or with a more musically able child.

Performances will take place in assemblies and within various school activities and are integral to the school ethos and music curriculum. KS4 students will have access to musical opportunities through their option groups.

Independent learners are taught or offered the opportunity to

- begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- begin to listen with increasing concentration and begin to understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- experiment with, create, select and combine sounds using the interrelated dimensions of music.
- begin to develop an understanding of basic musical composition, organising and manipulating ideas within musical structures and reproducing some sounds from aural memory by drawing on a range of musical structures, styles, genres and traditions to which they will encounter in music lessons and cross curricular work.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing confidence and control.
- begin to use and understand staff and other musical notations.
- begin to develop an understanding or awareness of the history of music.

Supported and experiential learners experience music through a thematic approach. These classes work in smaller groups whose learning is met primarily through experiences and activities which are multi-sensory and stimulate learning through kinaesthetic approaches and are supported through technology and music therapy. This curriculum is used to enhance early learning and development in pupils across school who present with sensory issues and those who learn best via a highly experiential, multi-sensory approach.

Meeting the needs of all pupils within Music

Pupils at Pendle Community High School & College have Moderate, Severe and / or Profound and Multiple Learning Difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s). All pupils access a wide range of learning opportunities within Music e.g. pupils with the most complex learning needs teaching and learning is based upon an immersive, multi-sensory and thematic approach.

Time Allocation / Cross-Curricular Links

The subject of music is allocated the appropriate amount of time, taking into account NC guidance, to provide all pupils with a broad and balanced curriculum which is appropriate for their needs. For some pupils with more profound and complex needs the breadth and balance of the curriculum is addressed through a thematic approach and/ or the engagement assessment alongside personalised timetables. This subject affords opportunities to link to other curriculum areas such as:

Literacy	Poetry with rhyme and stories about music, creates sounds to illustrate a story/ picture/ feeling
Numeracy	Counting rhymes and songs, counting beats and patterns
Geography	Music from different cultures

Art	Art inspired by music
History	Time period music is played at start and end of lesson
PSHE	Mindfulness music
RE	Religious musical pieces
MFL	Songs and rhymes from other cultures e.g. Spain

Impact

The impact of this music curriculum will lead to progress over time relative to a pupil's individual starting point. Those pupils with a particular interest or aptitude in music will be given the opportunity to extend their education in a variety of ways, for example, orchestral groups, singing club, instrumental performances in assembly. The music curriculum is planned to demonstrate progression; to build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and the teaching of musical vocabulary also forms part of the units of work.

Whilst in school, pupils have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a pupil may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

Pupils are able to enjoy music in as many ways as they choose – either as listener, creator or performer. As a pupil progresses through the school, they develop an understanding and appreciation of music. Impact is also recognised in pupils' contributions and enthusiasm in lessons; their participation in performances and assemblies.

Pupils further develop their abilities in the 4 key drivers of the curriculum and some pupils will become more confident in analysing their own work, performing and expressing their views and opinions of music. The depth of knowledge that pupils will attain will vary but all will demonstrate progress from their individual starting points. This knowledge will be enhanced by visitors to school, educational visits and performances which provide opportunities for further relevant and contextual learning.

Assessment, Recording and Feedback

- Continuous teacher assessment.
- The monitoring and evaluation of Individual Education Plans (IEPs) and individual objectives, target planning and recording.
- Assessment is also through verbal feedback by self, peer and teacher at the start and end of topics.

In addition, summative information can be found through:

- the annual review of a learner's Education, Health & Care Plan.
- the annual end of year report.

Additional supporting comments can be gathered through:

- Regular parents' evenings.

- Comments and input from parents and other professionals.

Verbal feedback is provided constantly by staff to support and allow the student to gauge their progress and success immediately. This allows students to learn from errors/ misconceptions and to make appropriate adjustments in their learning. Verbal feedback must be appropriate to the level and understanding of the learner. Staff regularly inform the teacher as to observations made throughout the lesson regarding the level of independence and engagement which support the staff team and teacher to fully monitor, evaluate and record pupils' progress.

Role of the Subject Leader

The subject leader's responsibilities are to:

- ensure a high profile of the subject in both the independent curriculum and the thematic approach
- ensure a full range of relevant and effective resources are available to enhance and support learning and for providing a regularly updated audit of resources planned through the annual subject development planning cycle and expenditure evaluated as part of that process.
- model the teaching of music.
- ensure progression of the key knowledge and skills identified within each unit and that these are integral to the programme of study and relevant to each child's start and end points.
- lead further improvement in and development of the subject as informed by effective subject audits and colleague feedback
- ensure that the music curriculum has a positive effect on all pupils with SEND
- ensure that the music curriculum takes account of the school's curriculum drivers which promote independence, communication, being safe and positive physical and mental health & wellbeing.
- ensure that all pupils feel connected, and acknowledging that we all connect differently. Therefore, enabling a total communication approach that supports pupil to connect in the right way for each individual.
- ensure that the curriculum takes account of the school's context and promotes children's pride in the local area and, where possible provides access to positive role models from the local area to enhance the music curriculum
- ensure that approaches are informed by and in line with current identified good practice and pedagogy; to network and maintain existing links with clusters or individuals with specialist expertise and take advantage of regular opportunities for professional development to enrich and improve teaching and learning in music.
- have a general responsibility for LA and Schools Safety Policies within their subject area and be directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area of work. E.g. conducting risk assessments for the subject and associated educational visits.

Appendices:


1. Subject Maps

Links with other policies

- Curriculum Policy
- Annotation and Marking policy
- Autism Policy
- Intensive Interaction Policy

- AAC Policy
- Total Communication Policy
- Online Safety Policy
- Health & Safety policy appendix for subjects

This is not an exclusive list of policies and should not indicate to the reader that there are no other policies or statutory guidance relevant to the understanding of best practice within our learning community.

Policy updated:	September 2024
Policy approved by governors:	October 2024
Review Date:	September 2025
Signed: T Ashton, Chair of Governors	
Signed: D Grogan, Head Teacher	