



The
Westminster
School



Music Policy 2016/2017

Safe Happy and Learning Together
Building foundations and providing
opportunities to create confident,
aspirational and independent members
of our community.

Approved by Governing Body on: 09/03/17

Signed by Chair of Governors:

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Date of Review:

09/03/20

Vision for Music

Music is a core subject at KS2 and 3 and an option subject at KS4 and 5 through Performing Arts and is part of the Creative Arts department (Music, Drama, Art). Over the past 3 years the music department has grown along with the school and is now a subject enjoyed each week by all students in KS2 and 3 as part of their rich and diverse curriculum program. At The Westminster School we hold a vision that all pupils will gain an understanding and appreciation of music and nurture a lifelong love of the subject, either performing themselves or enjoying and appreciating listening to music. Our department vision is to give all students the opportunities to learn and experience music through performance using their voices and instruments, composition in a variety of styles, listening to music from a variety of styles and genres throughout history and the world, and appraising their own work and the work of others. All pupils will have the opportunity to learn how to play a range of musical instruments in their class groups and regardless of ability or SEN need, all pupils will be given the opportunity to take part in school performances and events as a singer or musician.

Aims

- To give all pupils in KS2 and 3 a weekly musical experience centred on learning and differentiated challenges.
- Enable pupils to take Music as an option at KS4 and 5 through a BTEC in Performing Arts.
- Ensure that assessment for learning is embedded in each lesson and is approached in a variety of styles.
- Develop independent thinking through a variety of challenges based on musical skills in performance, composition, listening and appraising and cognitive development targets through the Westminster challenge curriculum.
- Enable pupils with more complex needs to access music in a practical and engaging way ensuring they are supported to be able to take part in the same music making opportunities as their peers.
- To give all pupils the opportunities to explore how sounds are made and organised into musical structures in a variety of genres and contexts.
- Enable all pupils to learn how to play musical instruments musically and share their skills as performers in the classroom and in school events.
- Teach all pupils how to explore and compose their own ideas in a creative way and in a range of musical genres.
- Develop an understanding and appreciation of music from a wide variety of genres from Classical, popular and world music and develop an understanding of the most important composers and artists throughout history and the world.
- Ensure all pupils are reflective learners and identify how they can progress over time in music.
- Enable all pupils to feel **safe** in lessons and confident to perform their own work and compositions, **Happy** through enjoyment in the subject and developing their own likes in music, **Learning** through differentiated challenges based on musical skills and cognitive understanding and **Together** working with peers and adults to make music.
- Enable pupils to feel part of the wider school community as musicians and singers.
- Provide a range of clubs in music that are inclusive to all pupils and enable them to develop their appreciation and understanding of music either during a lunchtime or afterschool.

Supporting policies and documents

National Curriculum program of study for music KS2 and KS3.

Westminster Curriculum and Assessment an integrated approach.

Edexcel Entry Level/Level 1 BTEC in Performing Arts.

Curriculum

It is our policy to provide all students with the curriculum opportunities and coverage that pupils in a mainstream setting will experience but ensure this is adapted and differentiated to enable all pupils regardless of their ability to be able to take part, contribute and succeed by making regular and recordable progress in each Key stage. In the 14-19 key stage pupils who take the option of studying Performing Arts are expected to gain an accredited BTEC qualification at Entry Level or Level 1.

Where appropriate the music curriculum will work alongside the curriculum themes at KS2 and KS3 further expanding the pupils experience in the current theme but ensuring all pupils cover all areas identified in the Music program of study.

KS2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

KS3

Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles.

Pupils should be taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

14-19

Pupils will study music through a Performing Arts pathway following the Edexcel BTEC Performing arts. Pupils will study for Entry level 3, Level 1 award or Level 1 certificate depending on their ability. At this stage pupils develop their skills as performers using instruments and their voices and are expected to perform as part of their course in school events throughout the year. The course aims to equip students with the knowledge required to enter the world of work or pursue further study in this area. Students will study a selection of the following units gaining credits to an appropriate level for their accreditation.

- Unit 1: Introduction to the Performing Arts
- Unit 2: Taking Part in a Performance
- Unit 3: Starting to Develop Performance Skills
- Unit 4: Promoting a Performing Arts Event
- Unit 5: Preparing Performing Arts Work
- Unit 6: Presenting Performing Arts Work
- Unit 9: Exploring Music Performance Skills
- Unit 13: Performing Arts Individual Repertoire and Showcase

Cross Curricular Links

- **English:** Music contributes to the teaching of English at the Westminster School by actively promoting the skills of reading, writing, speaking and listening. Children will develop their language skills by singing songs regularly and for non-verbal pupils will perform using Makaton signs. Through rhythm pupils learn about the rhythm of words through syllables. Pupils will use reference material and the internet to find out about the history of music and musician. Working as a class or small groups pupils will develop their own opinions and will communicate their ideas effectively in a variety of ways differentiated to their individual needs.
- **Maths:** music and maths have always shared links. Through music pupils count beats and patterns when performing and composing. Through music pupils are observing patterns, processes and structures. Talent in music can be linked with a talent in maths as rhythm and structure in music are mathematically based.

- **Science:** Through music students explore the science of sound and understand how sound travels to their ear. Through experimentation with instruments pupils begin to understand how different materials make different sounds which enables them to make informed choices when producing their own compositions. Through the exploration of the elements of music and links with the science curriculum unit (Science of sound) pupils begin to understand what happens to the sound to vary the pitch and dynamics.
- **Drama:** Music forms a regular part of pupil's drama sessions and is used for dance and as a stimulus when creating pieces of drama work. Music make links with Drama regularly when putting together performances like Presentation evening and Christmas events. Music will be working with Drama throughout the year and will be linking together to plan combined projects.
- **Art:** Music an Art are often used to inspire each other as both has a unique ability to express ideas, feeling and emotions. Ideas from Art are used as a stimulus and structure in music. Through the exploration of timbre pupils will discover the imagery that can be created through music and how music can enhance art. Pupils explore the elements of music through graphic scores in KS3 and will use graphic ideas and imagery to notate ideas and music.
- **ICT:** Information and Communication technology enhances the teaching of music in most lessons. Pupils regularly listen to music related to their topic using CDs, MP3s and YouTube videos. Pupils use computers to research facts and information on the artists and musicians they are studying using the internet for research and a range of Microsoft programs to present their work. Communication in print is used to assist pupils with their literacy difficulties. Through practical learning of music pupils learn to play the electronic keyboard and develop an understanding of how to navigate around the menu options. Pupils regularly record their work using video and audio recording equipment. Students with complex needs can use technology to compose basic compositions using Music tool kit and gifted and talented and BTEC students gain experience of using the Apple Macs and Garage Band.
- **History:** Through the study of music and composers throughout history pupils gain an understanding of how music has change over time. Pupils are introduced to the links between styles of music and how the music they listen to today has developed over time. Pupils are encouraged to make comparisons between instruments throughout time.
- **Geography:** Through the study of world music pupils develop an understanding of where different places are in the world and through musical discovery learn to recognise the sound and instruments of different parts of the world.
- **Safe, Happy and Learning Together:** Through music pupils learn to express their own feelings through composition and performance and begin to discover the styles of music they like. Pupils are encouraged to feel safe in their ideas and opinions and all pupils can respond and reflect on music in different ways. Pupils enjoy music and a happy enjoyable atmosphere is created every lesson. Routines are established to help pupils with more complex needs adapt to the change of the lesson. Pupils learn through practical experiences and will learn to perform a range of instruments and learn to compose their own music in a variety of styles. Working together is key in music and pupils often work together in small groups or as a whole class to perform or compose. Even when pupils are working on individual projects they are expected to share work and progress with others.

Supporting children with Complex SEND

Pupils with complex SEND are fully supported by the music department at the Westminster School. We maintain an inclusive learning environment enabling all pupils to take an

active part in the music lesson. Written communication is supported in lessons using symbol supported text. Musical ideas, structures and notation are supported through the use of easily recognisable colours and symbols enabling all pupils to play a part in a music lesson and explore sounds and instruments. All pupils are encouraged to explore all musical instruments and develop skills to independently engage with the music making. Pupils are encouraged to use their voices expressively and to use different forms of communication like Makaton signing to compensate for difficulties with singing and speaking. Pupils have access to adapted instruments or ICT to overcome difficulties with mobility or manipulative skills. Examples of this are the Auto chord function on the electronic keyboards and adjusting the tuning on a guitar to play a chord without the need of difficult left hand chord shapes.

Gifted & Talented

Pupils identified as Gifted and Talented in music are part of a G and T intervention. These pupils take part in a 20 minute focused session on a particular instrument with the Music LSA. These pupils will work towards music skills and techniques and the aim is to enter the pupils for grades following the Rock School syllabus. Gifted and talented students are part of an after school music club. Talented pupils are encouraged to take part in school events and showcase their talents for the enjoyment of all the school. The music department hosts a range of clubs both during school lunchtimes and after school to enable pupils with a gift and passion for music to explore and enjoy the resources in their own time. In collaboration with the Drama department we offer trips for students to watch performances in performance venues in the Midlands.

Planning, Feedback and Assessment

Music is a foundation subject in the National Curriculum and all pupils in KS2 and 3 enjoy a weekly music lesson with their class. All KS2 and 3 lessons are planned covering all requirements of the National curriculum across each key stage and The Westminster Skills Outcome Maps are used to track progress. The music department has schemes of work for each topic and Medium term plans are created that are differentiated to the needs of the pupils in each class. The school operates a thematic approach at KS2 and 3 and where appropriate the music department follows these themes in the delivery of its curriculum. The music, Drama and Art departments collaborate on joint projects for events like Christmas. Planning at KS4 and 5 follows the requirements of the BTEC spec, each Assignment is planned on an assignment brief which is shared with pupils and medium term planning is completed over the course of a whole unit.

Feedback is given to each pupil each lesson, at KS3 pupils receive feedback and track their progress on a progress tracking grid differentiated to their expected outcome. At ks4 and 5 pupils receive assignment feedback for all assignments which highlights the progress they have made informs them of their next steps to success. Pupils engage with their own feedback at the end of each topic setting targets to improve.

All pupils are required to engage in their own progress in music and will use a range of assessment for learning tools to enable them to make informed decisions to improve their own work or make next steps in their learning.

Monitoring

The music department regularly monitors and analyses the work, planning and pupil progress across the key stage. Teaching and learning in music are monitored and evaluated by the school leadership team through lesson observations and learning walks which take in to account the quality of teaching, feedback, learning environment and pupil outcomes.

The monitoring of the music department is the responsibility of the Creative Arts TLR who will create a subject action plan each year outlining the development of the department over the academic year, at the end of each year the Creative Arts TLR will analyse the data and progress of pupils at the end of each key stage and reflect on how the department has developed against its targets for the year, this information is used to inform the subject action plan for the following year.

Working in a peer monitoring group with other TLRs music is monitored in peer observations where feedback from this is used to develop the department and share good practice between departments.

Homework

Homework from the Music department is part of the termly Westminster homework challenge booklet where a range of activities are given to the pupils which support the learning in the theme or topic of the department during each term. Pupils are encouraged to develop their own interests in music and find artists or genres they enjoy. Pupils are shown a variety of ways they can listen to different music and are encouraged to do this in their own time. Support is offered to parents on request who wish to purchase instruments for their child to encourage music making at home.

Equality and Equal Opportunities Statement

The teaching of Music will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to Music for all our pupils regardless of their Special Educational Needs and aim to encourage and support those pupils who are very able and require extension activities. Pupils will be supported appropriately in accordance with their needs through small group work, the support of classroom assistants, music LSA and through carefully differentiated and planned activities.