

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

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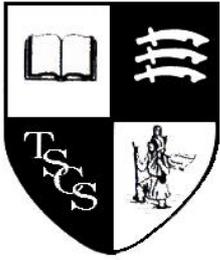
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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST MUSIC POLICY

First Written: December 2008
Revisions: December 2010
December 2014

1. INTRODUCTION

Music provides a unique and vital part of the curriculum. It should be accessible and enjoyable for every child and should be an integral part of the school environment. Music has the potential to provide links between home, school and the wider community and is of particular value to children with learning disabilities. Music is a unique form of communication that can change the way pupils feel, think and act. Music forms part of an individual's identity and positive interaction with music can develop pupils' competence as learners and increase their self-esteem. Music brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, music helps pupils understand themselves, relate to others and develop their cultural understanding, forging important links between home, school and the wider world.

Music education encourages active involvement in different forms of music-making, both individual and communal, helping to develop a sense of group identity and togetherness. Music can influence pupils' development in and out of school by fostering personal development and maturity, creating a sense of achievement and self-worth, and increasing pupils' ability to work with others in a group context.

Music learning develops pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgments about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity and fulfillment.

2. AIMS AND OBJECTIVES

In Music we aim:

- To develop children's ability to listen and appreciate a wide variety of music
- To encourage active involvement in different forms of music making, developing a sense of group identity and togetherness
- To provide opportunity for communication, self-expression, creativity and emotional development
- To provide continuity and progression through the National Curriculum in as broad and appropriate way as possible



Healthy School



INVESTOR IN PEOPLE

In order to fulfil the above aims it is necessary for us to ensure:

- the systematic progression through key stages Foundation, 1, 2, 3 & 4 appropriate to the abilities of the children.
- that the National Curriculum programmes of study for Music and their associated strands, level descriptions and attainment target are given appropriate coverage
- that all children have access to a range of Music resources
- that experiences are focussed to enhance learning

3. TEACHING METHODS (TEACHING AND LEARNING)

Music will be taught by primary and secondary Music Instructors, with the support of the primary and secondary Music Coordinators. The Music Coordinators will review instructors' plans to ensure a range of teaching styles are employed to cater for all needs and promote the development of Music within the school.

4. CURRICULUM CONTENT AND TIME

Music is taught in its own right as an integral part of the curriculum. All planning is informed by schemes of work that follow the recommendations of the National Curriculum and Early Years Foundation Stage. For those pupils who need a more practical, sensory approach a scheme of work is followed that is based on Sounds of Intent, which is a developmental framework for children with learning difficulties. Content is adapted and tailored to the needs of the individual pupils and to the needs of the class group.

In the primary school Music teaching is under the planning and delivery of the Music Instructor following schemes of work.

Music in the secondary school is taught by the Music Instructor working from different schemes of work designed and tailored to the needs and ability of those pupils and expectations of the QCA schemes of Work.

Extension and Extra Curricular Activities

- Opportunities for performance include assemblies, school shows and concerts and community projects.
- Opportunities to experience a wide range of music include musicians visiting school and organised trips out of school.

Attitudes

We recognise that Music is more than the progression through academic standards for our children and has a place across the curriculum for fostering self-esteem and self-fulfilment.

5. CURRICULUM SUBJECT COORDINATOR

There are designated Music Coordinators in both the primary and secondary school to oversee the planning and delivery of Music. There is a Whole School Expressive Arts Leader who oversees the delivery of whole school music activities.

The Music Coordinators will be responsible for

- raising standards in Music as a national curriculum subject
- facilitating the use of Music across the curriculum in collaboration with all subject coordinators

- providing or organising training to keep staff skills and knowledge up to date
- advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- monitoring the delivery of the Music curriculum and reporting to the head teacher on the current status of the subject

6. ASSESSMENT AND REPORTING

The schemes of work for Music are divided into half termly themes. These are reviewed at the end of each half term by the music instructor which can then inform planning for the next medium term plan.

Pupils are regularly assessed through the criteria on B-squared, and a final report is written at the end of the school year which is sent to parents.

7. USE OF CLASSROOM BASED SUPPORT STAFF

LSAs will be used to support individual pupils within music lessons and occasionally to lead small group work which facilitates differentiation. They are expected to participate fully in music activities in order to encourage a confident and positive response from the children.

8. USE OF ICT

Pupils should be given opportunities to develop their ICT capability in the study of music and to develop their music skills through use of ICT. This includes the use of computer programs and recording their music in order to appraise their work.

9. RESOURCES AND BUDGET

Due to the practical nature of this subject, the majority of the budget is spent on consumable resources and the purchase and upkeep of a variety of good quality musical instruments.

10. REVIEW

Revision and updating of this policy will be completed by subject co-ordinator following discussion with the head teacher. Revisions will be presented to the governing body for discussion and approval.

Name: Jo Mutimer

Amy Sparrow

Date: December 2008

December 2014