



Music and Music Interaction

This policy reflects the value and philosophy of Bleasdale School in relation to the teaching and learning of Music.

It outlines a framework within which the teaching and non-teaching staff can operate and provides guidance on planning, teaching and assessment.

It is intended to support staff in the provision of the necessary range of skills, knowledge and understanding for all pupils in this area of learning.

Music is taught by the Class teacher up age 16. Students in the post 16 department explore music for leisure. Music is delivered, whole class, individual and paired work. The class teacher is supported by a specialist music teacher at least 3 times a term. The specialist music teacher provides a framework for the class teacher to work towards offering strategies and specific music skills for teachers.

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It enables personal expression, reflection and emotional development.
- Music offers pupils at Bleasdale opportunities to:
 - demonstrate their ability in an area not dependent on language skills
 - improve listening, concentration and attention skills
 - develop imitation skills
 - produce sounds
 - practice turn-taking
 - make choices and discriminate
 - experiment and try new things
 - develop co-ordination and functional fine motor skills
 - support the development of movement and mobility
 - encourage co-operation, tolerance and a willingness to work with others
 - develop self-discipline and self-confidence
 - foster community involvement
 - be involved in activities that may provide leisure activities and life long learning.
- Pupils accessing a pre formal curriculum path may not develop higher level skills, essential for some listening and applying knowledge and understanding, performing, composing and appraising skills. However, the range of opportunities offered aim to stimulate the pupils' creativity and expression through music.

Intent

- To offer pupils access to a broad and balanced, appropriate music curriculum delivered within Music Interaction.

- To encourage musical curiosity. As pupils begin to perceive the world around them with more sensitivity and understanding, they may begin to realise that their actions or the actions of others can make sounds and music happen. Many of these actions are the beginning of musical expression.
- To give pupils access to and develop awareness of a range of specific musical terms at a level appropriate to their needs.
- To provide pupils with a broad and balanced range of musical experiences within the curriculum to promote an individual level of curiosity.
- To give pupils the opportunity to work independently or to work with full or limited support with a partner.
- To provide opportunities for pupils to generalise their skills.
- To include opportunities that promote and develop choice making skills.
- Where appropriate pupils should be given the opportunity to access and develop their understanding of musical experiences through Computing/ Assistive Technology at an appropriate level.

These aims comply with our school philosophy and take into account the LA and school Curriculum Policy.

Implementation

Students up to and including 14 – 16 have weekly music sessions. Students in the post 16 department explore music through leisure and workshops. We also use music to enhance the learning environment. Students experience listening to different music and instruments to develop other curriculum sessions.

Targets for music are set by the class teacher, they are subject specific, at an appropriate level for each pupil. I.E.P targets may be incorporated if they are relevant to the subject. Each pupil has an I.E.P that has been written by the class teacher. This identifies the specific learning outcomes within the Education Health Care plan against which an individual pupil's performance can be related specifically to subject content. Music Interaction targets need to be specific and personalised – the focus is on the individual needs.

The scheme of work followed in music allows for differentiation in subject matter, materials chosen and delivery of music at the different key stages.

The subject leader monitors the balance and coverage of music by creating Long term plans for the subject. There is also opportunity for Peer Review with other subject leaders to ensure that coverage within the subject is broad and balanced. By doing so, the school can maintain high standards in the quality of teaching and learning and the process will assist in developing the content of the music curriculum.

Assessment, Recording and Reporting

The B Squared Engagement Steps were introduced in summer 2019 as the main form of assessment for pre formal learners. Teacher assessments will consider engagement in music when making these assessments.

Assessment is used to inform future planning and to give information about how engaged each pupil is during activities and lessons. All pupils within the EYFS are assessed using the EYFS profile.

All pupils are assessed annually using Bleasdale Schools Music Progression Document which is divided into Steps. This monitors the impact of the curriculum for individual pupils and provides the subject leader with the opportunity to review the effectiveness of the curriculum programme of study.

Assessment techniques are managed by:

- Standard recording sheets throughout the school
- Photographic / video evidence of pupils participating in appropriate activities.
- Observation of individual pupils.

Assessment will fulfil statutory requirements for all pupils. Teacher assessment is the main focus for statutory assessment of the current pupils at our school.

Record keeping enables planning of a pupil's future learning as well as offering a full curricular record of activities undertaken by individual pupils. Records of Achievement are a summary of achievements within a term (gained from a pupil's recording schedules) and inform parents of their child's individual performance in music

Impact of the Music Curriculum:

The subject leader has a responsibility to review the impact of the Music Curriculum and can do so by:

- Preparing, developing and regularly reviewing a subject policy (annually) and Scheme of Work
- Planning work collaboratively with colleagues, including the TA with responsibility for Music Interaction.
- Assisting, reviewing and discussing Music and Music Interaction planning.
- Attending all relevant in-service training in this subject area and disseminating information to colleagues.
- Ensuring appropriate and versatile resources provided across the school
- Providing annual subject plan (School Development Plan) for budget/resources etc.
- Monitoring and maintaining the availability and condition of equipment and resources.
- The subject leader may manage some staff development and in-service training re: Music. Relevant aspects may be highlighted in the annual School Development Plan.

Allocation of Resources

The provision of resources is linked to the School Development Plan. A subject budget has been allocated to Music. The school has a range of musical instruments and resources, which are stored in the Music room.

Use of Functional Skills across the Curriculum

At Bleasdale School communication, language and basic number is a whole school issue and responsibility. Each teacher is responsible for his or her contribution to the Whole School Curriculum. Good communication, language and basic number concepts are a key factor in

raising standards across all subjects. Skills will be fostered across curriculum areas and skills transferred from one lesson to another. All teachers will have consistent expectations when promoting functional skills.

Equal Opportunities / cultural capital.

All pupils at Bleasdale School have access to a relevant curriculum designed to meet their individual needs. The curriculum will offer a breadth of experience and balance of subject areas and activities so as to achieve individual EHC plan targets. Activities and materials used reflect the multi-cultural society in which we live and are not subject to race or gender stereo-types.

The Music policy will be reviewed on an annual basis.

Members of the Governing Body of the School and Curriculum Committee may also observe sessions and activities in their monitoring role capacity and contribute to further developments in this subject area.

Reviewed by R Parker

20th April 2021

29th March 2022

22nd September 2022