



North Ridge High School

Music Policy



Curriculum Policy for Music 2019/20

Equality Statement

Equalities Act 2010

The Equality Act 2010 has been drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

All policies at North Ridge take account of this Act.

UNICEF Rights of The Child

Rights Respecting Schools

In the 1940s, the United Nations produced the Universal Declaration of Human Rights which was adopted in 1948. This Declaration applies to children as well as adults. However, growing awareness of the rights of children led to calls for a dedicated children's human rights treaty.

existence.

Article 23 -If I have a disability, I have the right to special education.

Article 29 - I have the right to an education which develops my personality, respect for others' rights and the environment

Overview

In this school all children will have the opportunity to sing, compose, to listen to music, to experience different musical instruments, to perform and to enjoy music. Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen to a wide range of music from their own cultural heritage and from other cultures. Students will also develop their life skills as they use problem solving, communication, teamwork, self-belief and self-management as they work within various ensembles to compose and perform their music. Students will also have an opportunity to further develop their musical skills via school ensembles and small group instrumental lessons.

Intent

1. The programmes of study of the National Curriculum for music will underpin teaching and learning:
2. Students will compose, perform, listen to, review and evaluate music across a range of historical periods, genres, styles, cultures and traditions.
3. Students will 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
4. All will 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.

Implementation

1. Pupils will learn how to play tuned and un-tuned instruments, play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
2. Pupils will experiment with, create, select and combine sounds using the inter-related dimensions of music, improvise and compose music for a range of purposes using the

inter-related dimensions of music.

3. Children will learn how to listen with concentration and understanding to a range of high-quality live and recorded music.
4. Pupils will learn how to pay attention to detail and recall sounds with increasing aural memory.
5. When appropriate they will use and understand staff and other musical notations.
6. They will be helped to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians as they develop an understanding of the history of music.

Planning

Staff will follow the relevant programme of study for Music. Planning is in line with the school planning policy. Planning covers all the topics and teachers will follow the guidance provided. Planning has clear learning objectives, success criteria and is suitably differentiated. All students learning styles are taken into account and planned to include Kinaesthetic, Audible and Visual learners.

Impact

All pupils will benefit from a bespoke, small steps and spiral curriculum that focusses on the individual needs of our students. Differentiated planning and relevant hardware and software will support the curriculum. All pupils will benefit from a high quality music education that will engage and inspire pupils to develop a love of music and their talent as musicians. It will increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to listen to and enjoy a wide and rich range of music.

Assessment, Recording and Reporting

Assessment

Assessments are carried out in a formative and summative manner.

Formative - regular modelling of work / questioning throughout a lesson and within the plenary, progress recorded on lesson plan annotations and incorporated into future lesson planning.

Summative - a formal assessment of work is carried out at the end of each topic.

Recording

Progress within Computing will be recorded via:

- B-Squared assessment tool.
- Records of Achievement.
- Self-assessments completed by pupils.
- Pupil work files.
- Lesson plan annotations.
- Transition Challenge / ASDAN (Year 11's).

Reporting

Music is reported upon once a year in the pupil's school report. The subject leader is also responsible for reporting to the school Governors in line with the cycle for policy review.

Staff Development

The Lead Teacher (PR) provides staff training for Music and external agencies when appropriate. PR will support staff teaching music within the Experiential Curriculum in creating topics / activities that link to the curriculum themes within the Experiential classes. Staff will have access to external courses were this is clearly linked to SDP and impact on pupil progress.

Current Resources

1. Specialist ICT/Music room (13 desktop pc's)
2. 13 electronic keyboards
3. 1 Clavinova
4. A wide range of percussion (tune and un-tuned) instruments.
5. A range of acoustic and electric guitars (bass and lead).
6. 2 drum kits (1 acoustic, 1 electric).
7. A range of amps.
8. Music Maker software installed on all computers.

The Lead Teacher for Music is responsible for keeping an up to date audit of resources and is also responsible for administering the annual Music department budget.

Monitoring and evaluation

The Head teacher, Assistant Heads, the Music Co-ordinator, Assessment Co-ordinator and teachers monitor Music having identified priorities; the SLT and Music Co-ordinator construct an action plan that may form part of the School Development Plan. This forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place e.g. classroom observation, planning scrutiny, work sampling etc.

Review

Date approved by Governors: January 2020

Date of review: January 2022