



# MUSIC POLICY FOR TEACHING AND LEARNING



At Addington School we have a rich and relevant music curriculum that gives pupils across the school to the opportunity to explore and develop musical and wider skills in a variety of musical styles and genres. Music is taught by subject specialist teachers and pupils throughout the school have a weekly music lesson.

## **Curriculum aims**

This area of learning contributes to the achievement of the curriculum aims for all young people to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

## **Philosophy: Why this area of learning is important**

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity.

This area of learning makes a key contribution to children's personal, social and emotional development and to their growth as confident individuals. It enables them to participate in and respond to the creative and cultural life of their communities. Working in music they are encouraged to develop their own voice and to actively collaborate in order to communicate with different audiences through a variety of activities and opportunities.

Participating in music helps children become responsive, critical and appreciative. They discover the value of discipline and practice and, in responding to the work of others, they gain insights into different viewpoints, identities, traditions and cultures.

At Addington we believe that music is a unique form of communication that can change the way pupils feel, think and act. Music is delivered in a style appropriate to each individual and lessons provide a space for positive interaction to encourage the development of individual identity and increase self-esteem.

Music is an important part of the school community, as it brings together students. They collectively sing and appreciate each other skills and enjoyment. It is an integral part of the school culture and is always present at key times of year and celebrations. There are regular opportunities for performance and music making in various contexts, along with experiencing many forms of live music in and out of school. It helps students relate to others and develop their cultural understanding, forging important links between home, school and the wider world. It is a crucial part of building a sense of group identity and togetherness.

Addington School acknowledges how music can influence pupils' development in and out of school. We work alongside visiting teachers and parents to develop

skills to independently enjoy and engage with music. It can be a life long interest if nurtured and developed throughout school and can support personal development and maturity. Students make good progress in music and this creates a sense of achievement and self-worth.

Music helps every child work towards becoming:

***Successful learners***

- Giving opportunities to develop independence and use creativity in practical music making.
- Enabling communication and expression by creating, developing and extending musical ideas.
- Appreciating the relevance of music to their lives and using this to enhance motivation and enjoyment of learning and developing the skills and attitudes needed to succeed across the curriculum.
- Working with others to reach a common goal through playing, rehearsing and performing music. They develop an awareness of different musical parts and the roles and contributions of different members of a group.
- Giving opportunities to evaluate their own work and the work of others.
- Learning about music in a range of styles, genres and traditions can help pupils develop enquiring minds and learn to process information, reason, question and evaluate.

***Confident Individuals***

- Giving space for positive interaction with music and with others within musical structures.
- Allowing students to develop and demonstrate skills which can help to form part of their individual identity and increase confidence and self-esteem.
- Helping to foster a sense of achievement and self-worth, and the ability to work confidently and cooperatively with others.
- Providing opportunities for shared performance builds teamwork, collaboration and participation skills.
- Encouraging communication develops confidence by providing pupils with opportunities for personal expression and for exploring issues of identity.

***Responsible Citizens***

- Promoting cultural understanding and awareness of national and global cultures both past and present.
- Enabling personal expression, reflection and emotional development, fostering personal development and maturity.
- Encouraging an aesthetic and cultural sensitivity.
- Taking part in group music making and working cooperatively, taking account of and respecting the contribution of others.

## **Principles: At Addington through a well-planned and effectively music curriculum we intend to develop:**

### **1. Key skills**

These are the skills in music that children need to learn to make progress:

- a. explore, investigate and experiment from a range of stimuli and starting points, sounds, instrumental techniques, approaches, and genres
- b. create, design, devise, compose their individual and collective work
- c. improvise, rehearse and refine in order to improve their capability and the quality of their music
- d. present, display and perform for a range of audiences, to develop and communicate their ideas and evoke responses
- e. use music-specific vocabulary to respond to, evaluate, explain, analyse, question and critique their own and other people's musical works.

### **2. Key concepts**

There are key concepts that children will encounter in music:

- a. Integration of practice: participating, collaborating and working with others as musicians and realising the value of each musician.
- b. Cultural understanding: exploring the musical traditions of the past and present in the local area and worldwide and recognising the different experiences and emotions that are conveyed in music from different times and cultures.
- c. Critical understanding: developing and justifying opinions, analysing music and drawing on experience of a wide range of musical contexts and styles to inform judgements.
- d. Creativity: using musical knowledge and skills creatively for new purposes, and exploring ways in which sounds can be combined.
- e. Communication: Exploring how thoughts, feelings, ideas and emotions can be expressed through music.

### **3. Key Processes and experience**

During the learning of musical skills students should encounter and explore and develop the use of key processes and experience:

- a. Performing, composing and listening, with voices, instruments, alone and in groups, improvisations and a variety of music and genres
- b. Reviewing and evaluating, using analysis and comparisons of a wide range of music from different contexts and traditions, communicating with musical and expressive vocabulary and gestures and adapting work.
- c. Range and content of performance venues, styles, traditions and genres of music, notations, influences and technology and the role of music within society.
- d. Curriculum opportunities to develop performance skills using voice, instrumental and technology, to develop aural skills, composition and performance and work with a range of musicians, to develop own interests.

#### **4. Cross-curricular studies**

This area of learning should provide opportunities for:

- a. children to develop and apply their literacy, numeracy and ICT skills
- b. personal, emotional and social development
- c. enhancing children's understanding music through making links to other areas of the arts and to wider issues of interest and importance.

#### **5. Breadth of learning**

- a. In music lessons children should gain an insight into history and context and:
  1. learn how music is created and enjoyed today, how they have changed over time, and the contribution music makes to our lives and culture
  2. explore how music is used and valued in different cultures and traditions
  3. learn how to combine art forms imaginatively and in complementary and enhancing ways
  4. be introduced to the appropriate language of music and the arts
  5. perform for a range of audiences, and work with musicians in and beyond the classroom.
  
- b. When studying music, children should:
  1. learn about and appraise a range of music of different genres and from different cultures including classical, folk and popular traditions
  2. learn to sing songs, including chants and raps and use instruments to perform extracts of melodies and accompaniments by ear and from appropriate notation
  3. create and compose music by choosing, ordering, combining and controlling sounds and recognising how musical elements (pitch, duration, tempo, timbre, texture and silence) can be used
  4. work with a range of musicians and watch, listen to and participate in live performances.

## **Music Curriculum Planning, Procedures and Performance Progression for main music scheme**

At Addington School the curriculum includes a weekly music lesson throughout the school. The music department run three curriculums to meet the needs of our students. Younger students follow the starter scheme which develops key musical skills through short activities, rhymes and games. (please see Early years policy). Access students follow a sensory curriculum which gives space for interaction and emerging communication (see sensory curriculum). Other students follow our main scheme which is designed to further develop and refine musical skills. Alongside the musical skills developed in lessons, students also increase self-discipline, creativity, sensitivity and fulfilment. There is different theme each term.

The positive effect of music on students is greatly acknowledged and activities aim to develop skills beyond music, such as self control, group work and self improvement. The music curriculum supports the development of pupils' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. Schemes of work and lessons are carefully planned to enable all students to access and engage in activities, and not be held back by any academic or physical difficulties that they may have.

Schemes of work are based upon a theme, and are intended to be presented from a musical stimulus as opposed to a conceptual or theoretical basis. There are three main components in every scheme of work, to ensure that all students can achieve and develop in music with appropriate resources and activities. Activities are designed to develop the musical skills of interaction, instrumental skills, singing and knowledge and understanding. Students are monitored in every lesson to ensure a personalised curriculum for all and then assessed on the key skills at the end of the academic year. They are encouraged to continually self-evaluate their skills and development.

### Overview of the main schemes

#### Key activities

To promote community and recognise how pupils of Addington progress at varying rates, there are key activities within a scheme of work which most students should encounter and explore to an appropriate level. The key activities are initially planned in three stages, which reflect the ability levels and is the basis of differentiation. Objectives also follow these three strands. This ensures a reflection on the students' ability rather than age and ensures all students are challenged. Students will work through one or more stages during a year and skills will be revisited and refined as appropriate. The key activities cover a wide range of genre and cultural influence.

#### Rhymes and games

The 'rhymes and games' section should be used as an additional resource for our younger students to develop core musical skills. They can also be used as a basis for students on the Access Curriculum but should always be adapted to be age appropriate and chosen carefully. Objectives for these activities should be taken from the appropriate stage for the student. Skills are often at an early stage and it is important that core musical skills are developed. The skills will be explored whilst experiencing a wide range of music and related activities, which are often shorter to maintain engagement.

#### Song Book

Singing, vocalising and inhibited enjoyment of music are key to the Addington musical ethos. Every scheme has a songbook with a variety of songs (often, but not always from popular culture). There is time in most lessons to listen and in most cases sing songs from the song book. This aspect of the scheme of work encourages choice, preference, discussion and most of all, singing.

## Recognition of differentiation through 3 stages of development

### Stage 1

1. This stage is for younger or less able pupils with less fine motor skills who are developing basic skills in music and need small steps to achieve a final goal.
2. This includes identifying and controlling how sounds can be made and changed, for example using the voice and learning how to play tuned and untuned instruments appropriately.
3. This includes simple songs, rhymes and musical sounds, repeating musical patterns, using call and response, making changes to musical elements, and being aware of how taking turns.

### Stage 2

4. This stage is for SLD students throughout the school and more able younger students.
5. This includes performing with a stronger sense of rhythm, flow, emphasis and, where appropriate, with an awareness of music or other sounds
6. This includes use of the voice, use of various musical instruments and improvisation
7. This includes maintaining a simple part within an ensemble, working with several layers of sound and having an awareness of the combined effect of that sound.
8. This includes rhythmic or tuned accompaniment to a main melody
9. This includes choosing, ordering, combining and controlling sounds with awareness of their effect and sometimes combining sounds with movement.

### Stage 3

10. This stage is for MLD students who are more able to explore music, style and instruments in greater depth.
11. Including recognising and making creative use of the way sounds can be changed, organised, controlled and layered to develop melodic and rhythmic phrases for effect, including rhythmic or tuned accompaniments to a main melody
12. This includes singing and playing with increasing technical control, accuracy of pitch, expression and awareness of breathing, diction, dynamics and phrasing as well as communicating effectively with each other and their audience to achieve an overall effect

There is a progression throughout the stages and students may progress through them as they are working on activities. It is also the basis of differentiation within lessons.

## **Progression and Assessment**

We monitor all students progress in music in four key areas in music. These key areas are influenced by pedagogy of music at Addington, the National Curriculum and the Sounds of Intent Framework and research. By using these areas for planning and assessment students are given the opportunity to progress in a way that is appropriate to them. They are also not hindered by difficulties in communicating with speech or any physical disability. Students are encouraged to develop appropriate understanding, vocabulary and self-evaluate progress in these areas.

### **Knowledge and understanding**

*Encounters → responds → recognises → engages → distinguishes → describes → analyses → explores → applies → combines → improves → achieves intent*

This is how a student interprets music and how they are able to translate and understand it. They can express this in words or in actions, for example, they can demonstrate knowledge of chordal accompaniment by explaining which instruments performs it or by performing in an appropriate way. They can demonstrate awareness of dynamic change by using musical vocabulary or by physical reactions.

### **Instrumental skills**

*Unintentional → intentional → follows → controls → organises → combines → applies → expresses*

This is how students use instruments in performance work, including improvisation and imitation. They are encouraged to develop skills to perform accurately but it is acknowledged that sometimes their intention is greater than the actual outcome.

### **Interaction skills**

*Awareness → preference → follows → recognises → maintains → responds → anticipates → adjusts → suggests → directs →*

This is a crucial part of music making and musical communication and its importance is recognised at Addington. Music allows our less able students to communicate and take control of sounds, and encourages the more able students to work together.

### **Singing.**

*Unintentional → intentional → response → control → accuracy → maintain → style*

All students are encouraged to use their voice in an appropriate way. The voice is recognised as an important instrument which with all students can take part in music in a meaningful way.

The overall breadth of learning should be used when planning curriculum progression. In music children should be taught the following objectives every term where possible and at least once every academic year. They should continually revisit and develop their skills:

	Stage 1	Stage 2	Stage 3
Knowledge and Understanding	<ul style="list-style-type: none"> <li>♪ To show awareness and growing of regular music activities.</li> <li>♪ To develop consistent responses.</li> <li>♪ To recognize some musical instruments.</li> <li>♪ To express some preferences of sound.</li> <li>♪ To experiment with a range of sounds and sound possibilities.</li> <li>♪ To recognise musical structure</li> <li>♪ To have awareness of layers of sound</li> <li>♪ To develop awareness of musical elements and show recognition of changes in music</li> <li>♪ To organise and explore sound using ICT.</li> <li>♪ To explore movement skills and create movement patterns in response to stimuli</li> <li>♪ To develop growing familiarity with musical activities</li> <li>♪ To encounter musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>♪ To use some musical vocabulary to describe sounds and preferences.</li> <li>♪ To develop an awareness of layers of sound, including chords and melody</li> <li>♪ To develop awareness of their role within an ensemble</li> <li>♪ To use simple notations to support performance work.</li> <li>♪ To describe and compare different kinds of music and express preferences and feelings.</li> <li>♪ To describe their own work and the creative work of others</li> <li>♪ To develop awareness of music in their life, their locality and wider society</li> <li>♪ To make appropriate suggestions for sounds.</li> <li>♪ To improvise simple patterns within a musical structure.</li> <li>♪ To explore composition and create simple patterns.</li> <li>♪ To recall simple dance routines and link them to music.</li> <li>♪ To listen carefully, recognise, recall and use repeated patterns and increase aural memory</li> <li>♪ To select appropriate accompaniments</li> <li>♪ To recall, plan and explore sounds using symbols and ICT</li> <li>♪ To listen carefully, developing and demonstrating musical understanding of a variety of genres.</li> <li>♪ To explore creative music making through composition and improvisation.</li> </ul>	<ul style="list-style-type: none"> <li>♪ To listen carefully and show knowledge of variety genres.</li> <li>♪ Use and identify varying musical elements for intended effect and explain intentions.</li> <li>♪ To develop analytical listening skills</li> <li>♪ To describe their role within an ensemble</li> <li>♪ To develop awareness of the diverse roles of music within the cultures of their locality and the wider world</li> <li>♪ To evaluate and appreciate their own work and the work of others</li> <li>♪ To explore composition and create simple patterns.</li> <li>♪ To recognise, respond to and make suggestions for musical structure.</li> <li>♪ To perform with intention and control</li> <li>♪ To compose and perform simple melodies.</li> <li>♪ Suggest appropriate instrumentation and accompaniment.</li> <li>♪ To use ICT to record and manipulate sound and refine their ideas.</li> <li>♪ To compose their own instrumental and vocal music and perform their own and others' compositions in ways that reflect their meaning and intentions</li> <li>♪ To describe and compare different kinds of music using appropriate musical vocabulary</li> </ul>

Instrumental skills	<ul style="list-style-type: none"> <li>♫ To develop an interest in instruments and making sounds.</li> <li>♫ To explore a variety of instruments.</li> <li>♫ To develop awareness of changing sounds.</li> <li>♫ To start and stop sounds intentionally.</li> </ul>	<ul style="list-style-type: none"> <li>♫ Use a variety of musical instruments appropriately and intentionally.</li> <li>♫ To develop awareness of how sounds are made on a variety of instruments.</li> <li>♫ To perform simple melodies.</li> <li>♫ To perform simple rhythms.</li> <li>♫ To develop increased control when using instruments.</li> </ul>	<ul style="list-style-type: none"> <li>♫ Use a variety of music instruments effectively with awareness of role within the group.</li> <li>♫ To perform with increased accuracy.</li> <li>♫ To perform with a steady pulse and sense of melody.</li> <li>♫ To perform with an increased sense of style.</li> </ul>
Interaction skills	<ul style="list-style-type: none"> <li>♫ To respond to musical cues</li> <li>♫ To listen and observe carefully, taking account of simple instructions</li> <li>♫ To copy simple movements and explore linking movement and sound.</li> <li>♫ To show preferences of sounds</li> <li>♫ To vocalize with an emerging sense of pitch</li> <li>♫ To have awareness of the wider ensemble</li> </ul>	<ul style="list-style-type: none"> <li>♫ To participate in music activities with awareness of others and of own role.</li> <li>♫ To follow simple musical instructions.</li> <li>♫ To show awareness of rhythm and pulse</li> <li>♫ To recognize musical cues and respond appropriately.</li> <li>♫ To explore the various parts within a musical ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>♫ To perform a variety of parts within an ensemble and understand the importance of each.</li> <li>♫ To lead the group in moving between changes.</li> <li>♫ Demonstrate increased aural memory.</li> <li>♫ To perform by ear and use notations.</li> <li>♫ To work individually and with others to create and perform music for different audiences</li> <li>♫ To adjust part in response to others</li> <li>♫ To refine part in performances</li> <li>♫ To make suggestions that take into account others in the group.</li> </ul>
Singing	<ul style="list-style-type: none"> <li>♫ To use voice to cue musical responses</li> <li>♫ To vocalise in response to familiar and unfamiliar activities</li> <li>♫ To imitate and copy vocal sounds</li> <li>♫ To join in with group singing with some words of a songs</li> </ul>	<ul style="list-style-type: none"> <li>♫ To sing with a sense of pitch and melodic outline.</li> <li>♫ To link hand movements to vocal pitch</li> <li>♫ To recognize how a vocal part can fit with instrumental parts.</li> <li>♫ To develop makaton signing and singing</li> </ul>	<ul style="list-style-type: none"> <li>♫ To sing songs and make music with expression and control</li> <li>♫ To maintain a vocal part within a textured ensemble</li> <li>♫ To move between vocal parts</li> </ul>