



MUNTHAM HOUSE SCHOOL

MUSIC POLICY

Music Policy

Overview

Music at MHS will be taught to support pupils in gaining confidence and motivation. It will assist pupils in broadening their creative minds and allowing them to perform and showcase their musical talents.

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to grow a love of music and develop their talent as musicians. It will also help to increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music. This will allow them to compose and to listen with discrimination to the best in the musical canon.

It includes:

- Learning to read and write musical notation on a treble and bass clef stave.
- Learning to play various instruments both solo and in an ensemble group.
- Learning to compose music using DAW software and MIDI instruments.
- Learning to record and produce music and various mixing and editing techniques.
- Linking musical concepts to everyday life.
- Teaching and learning of musical concepts found in the National Curriculum.
- Extension of able pupils to gain a Pearson BTEC qualification.
- Opportunities for ensemble and solo performances in front of the school pupils, staff and parents.
- Opportunity to perform in "Muntham Rocks" Music club, to further develop their understanding and passion for music.
- An inclusive curriculum and teaching method that allows progress and enjoyment for all.

Intent

The Music curriculum is designed with a whole school approach to ensure differentiation between key stages. All learning will remain relevant to the BTEC 2022 Music industry skills outcomes. Music provides a life skill to all pupils at Muntham House School that aids them in building confidence and exploring creativity in a safe environment. Pupils are encouraged to express themselves through a creative outlet. All learning and assessment are relevant to pupils' EHCP plans and differentiated depending on pupils' needs. Muntham House school's music curriculum takes an inclusive approach that ensures a high standard of learning regardless of pupil needs. The curriculum is tailored to individual pupils' stages irrespective of age.

Pupils are encouraged to perform in group settings that build teamwork alongside healthy and trusting relationships. Furthermore, pupils can showcase their learning through whole school shows, giving them experience in live performances and a chance to receive praise for their hard work.

Implementation

To ensure a high standard of teaching and learning in music, we implement a progressive curriculum throughout the whole school. Music is taught as part of a termly topic divided into performance, theory and composition. To guarantee core subjects are relevant to the subject, all lesson objectives consider a core subject at the root of the learning. Each half term, pupils are assessed on each specific topic and given feedback so they can set relevant targets for maximum possible progress. Teachers work using a 'team teach' approach, giving pupils various learning opportunities. This also allows pupils to benefit from a variety of experienced staff. The music curriculum is tailored towards each individual's needs, including differentiation between pupils based on their EHCP.

The learning topics are varied, using current themes to confirm an engaging curriculum is delivered. Additionally, a subject-specific LSA with relevant knowledge is available for further support. The music department works with other departments within the school terms to host, showcase and celebrate the pupils' progress. The shows also allow pupils to participate in the junior or senior band. Extra music lessons are also made available to pupils to further their education outside of the classroom. The curriculum is divided between music practice and music technology, offering many learning opportunities.

Impact

The Muntham House Music Department strives to provide a supportive and collaborative attitude towards learning. We achieve this by offering investigative, practical and skills-based learning opportunities. Regular assessments each half term give the pupils and staff a clear understanding of the progress being made throughout the year and help them gain a coherent knowledge and understanding of each unit of work covered throughout the school.

The music curriculum revolves around a progression of knowledge and working towards overall musical virtuosity, music theory and musical terminology. In Key Stage 3 specifically, this is tailored to prepare the music BTEC in KS4. The department aims to encourage building confidence and strong, trusting peer and staff relations.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of topic-linked vocabulary before and after the unit is taught.
- Summative assessment of pupil discussions about their learning.
- Images and videos of the children's practical learning.
- Staff hold moderation meetings where pupils' books are scrutinised, and they provide the opportunity for dialogue between teachers to understand their pupils' work.
- Annual reporting of standards across the curriculum.

Aims

- To encourage pupils to work together in group settings.
- To build confidence.
- Build knowledge of the music industry and career opportunities within the sector.
- Encourage independent learning.
- Encourage expression through a creative outlet.

Objectives

- Give pupils useful life skills that will aid them in the future and help them remain functional.
- Challenge pupils to tackle new tasks.
- Encourage pupils to assess development through praise and critical thinking.
- Encourage pupils to assess their progress independently and set their targets for future development.

Teaching Guidelines

- Identify what skills individual pupils already possess and adapt teaching around this.
- Prepare lessons that will stretch all pupils and their different abilities.
- Have extension tasks for those pupils who are more capable.
- Encourage peer teaching where those who are more able support others.
- Pupils are to be formatively assessed during each lesson.
- Help pupils identify the areas of their personal development.

Curriculum Planning

Curriculum planning is managed in three phases and is centred on half-termly assessment criteria.

Long Term Planning

Highlights what is to be taught over the year and provides teaching guidelines and overall objectives for each year group for the whole year. Long-term curriculum planning will adapt to changes made in the BTEC.

Medium Term Planning

This organises the teaching of music into termly or half-termly sections. The planning is more detailed, and the objectives are more specific.

This planning is developed by the teachers, who respond to the needs of their pupils. It also ensures a balanced distribution of work is undertaken across each term.

Short Term Planning

This details the music curriculum over the week. Lessons are planned in detail, and specific class objectives are set. Individual learning goals are also set for each pupil.

Monitoring and Assessment

The Music curriculum assesses pupils every half term and at the end of term.

In Key stage three, pupil's assessments are divided into 3 topics:

Performance – Pupils are assessed on musical virtuosity and their ability to perform in front of and with their peers. Pupils should play and perform confidently in a range of solo and ensemble contexts using their voice and playing instruments musically, fluently, and with

accuracy and expression. Pupils learn to develop knowledge of various musical instruments to assist with development towards their BTEC in Key stage four.

Theory – Pupils are assessed on their musical theory knowledge, focusing on learning and understanding notation and the musical elements. Pupils should use relevant notations appropriately and accurately in various musical styles, genres and traditions. They should develop a deeper understanding of the music they perform and listen to and its history.

Composition – Pupils are assessed on their ability to improvise, compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.

In Key stage four, pupils are assessed using the BTEC Pearson's assessment criteria. Pupils are encouraged to follow the same structure of key stage three assessment and work towards developing an online portfolio of evidence.

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the Head of English, the Head of Education and the nominated governor. Necessary recommendations for improvement will be made to the Governors.