



Tuition, Medical and Behaviour Support Service

Curriculum Policy - Primary Music

Harlescott Education Centre

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| Reviewed: | October 2024 |
| Next Review: | October 2025 |
| Responsibility: | Beth Evans |

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AIMS AND PRINCIPLES

Through the teaching of art we aim to ensure that all of the pupils receive their entitlement to a high quality, inclusive and broad and balanced curriculum that reflects their individual academic needs. Considered, purposeful and enjoyable mixed ability and mixed age group planning will cater for the students' diverse SEND and will respond to the varied learning styles of our pupils. We will promote the value of learning through high standards in teaching. This will support the pupils own personal, social, emotional and behavioural needs to encourage and facilitate independent and reflective learners.

Our Music Policy follows The National Curriculum 2014 Guidelines and aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- 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
- 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.

PURPOSE OF STUDY

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 develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

SUBJECT CONTENT

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

PLANNING

The 'Tuition, Medical and Behaviour Support Service' (TMBSS) exists to meet the needs of students aged between 5 and 16 across Shropshire who cannot be taught in school for a short period of time. Our key purpose is to provide a high-quality learning experience appropriate to the needs of the individual student. Ultimately, we are a short-term intervention.

TMBSS Primary operate from Harlescott Education Centre which caters for students in Years 1 to 6. Children can access two different models at Harlescott, depending on their circumstances. These are the Sixth Day Provision Model (for permanently excluded students) and the Shared Placement Model (alongside a mainstream school) accessed via the Inclusion Advice Forum.

The Shared Placement Model is for morning and afternoon students who attend for 4 sessions weekly and have a partner school. Shared Placements are 16 weeks in length. These students access our core offer as follows:

English
 Maths
 Science
 ICT
 RE/PSE
 RSHE
 PE

It is hoped that during our short-term intervention these students would access the music curriculum within their mainstream setting.

The Sixth Day Provision Model is full-time and these placements are 13 weeks in length. Due to the short-term nature of placements at TMBSS Primary, we strive to provide a broad, balanced curriculum including music, although it is not covered in the same depth as it would for a student accessing full-time mainstream/specialist education.

As Key Stage 1 Sixth Day Provision students would only access the extended offer for half a day, this consists of: History, Geography, Art and Design Technology. There is not the capacity for the teaching of music in addition to these subjects.

Details of both offers are contained within the Medium and Long-Term Curriculum Plans. Six Day Provision Students in Key Stage 2 will have access to one music session every week.

Once Sixth Day Provision students are on a short integration plan, attending their mainstream school for full days, they may not be attending TMBSS on the day is taught.

Taking the above into consideration, at TMBSS primary, we strive to embed music across the curriculum as a cross curricular subject and teach it where appropriate.

Key Stage 2

| Autumn | Spring | Summer |
|----------------------|-------------------------------|------------------|
| The history of music | Learning to play the recorder | Using our voices |

ASSESSMENT and RECORDING

This is achieved through:

- discussion with pupils;
- observation of pupils;
- recording compositions and performances;
- marking written compositions.

MONITORING AND EVALUATION

This is achieved by the Music coordinator through;

- monitoring and evaluation of pupils' work;
- planning for embedding music across the curriculum.

MARKING WORK

The purpose of marking is to move children forward in their learning.

1. Feedback and marking should be part of a process in which children need to have some involvement.
2. Written or verbal comments made by the teacher could link back to the learning objective and/or success criteria.
Written or verbal comments made by the teacher could give advice / suggestions / clues on how to 'close the gap'.
Written or verbal comments made by the teacher could set out the 'next steps' for learning.

For further guidance and detail on marking, please refer to TMBSS Marking and Feedback Policy.