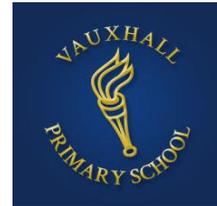


Wyvern Federation



Music Policy

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October 2012	Pupil premium funding to be used to subsidise the cost of FSM pupils' music participation
January 2013	PEECH database use in selection of pupils for musical participation to be used
January 2016	Pupil premium financial assistance moved to equal opportunities section of policy
January 2016	Articles added from the UN Convention on the Rights of the Child
February 2016	Updated policy to include Aurora House curriculum

MUSIC POLICY

The aim of music education at the Wyvern Federation is to stimulate creative ability to develop aesthetic sensitivity in all pupils through providing opportunities to develop performing, composing and listening as required in the National Curriculum (2014) Programme of Study. Through a variety of musical activities, including use of ICT, children will develop skills on a personal level as well as having the opportunity to work co-operatively with others.

Children will have the opportunity to take part in music activities in a variety of situations including class, assembly, extended curriculum and instrument tuition.

The policy of the Federation is to offer equality of opportunity to all children irrespective of race, gender, or class and to cater as far as possible of the individual needs of all children in respect of their capabilities, interests and expectations. Parents of pupils in receipt of pupil premium will receive assistance with payment as required for instrument tuition.

Aurora House Curriculum

Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such as the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil subject leaders for support.

Wyvil School, Vauxhall School and Aurora House take into consideration the following articles (from The United Nations Convention on the Right of the Child) in respect of children's rights through our teaching of music:

- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.
- Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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Children benefit from the music curriculum in the following ways:

- Aesthetic - music is a means of self-expression which can enable children to understand their own emotions and feelings
- Creative - music is an area in which children can express themselves through their own creativity as well as being open to the ideas of others.
- Cultural - music provides an insight into the cultural heritage of ourselves and others, encouraging children to broaden their experience and knowledge and helping them to respect the values and cultures of others
- Social - musical activities help the children to develop teamwork and leadership skills and to value the ideas and opinions of others
- Skills - music develops many skills which are valuable across the curriculum ie listening skills, fine motor skills, concentration and language development.
- Personal – the learning of a musical instrument requires organisation, perseverance and commitment.

Children have the opportunity to experience musical activities in the following areas:

In class where they have the opportunity to work as a whole class, in groups or individually.

In assemblies where quality singing, music playing and active listening are encouraged.

In extended curriculum activities including choir, recorder groups, Wyvil Bands, Wyvil Orchestra and steel pans as an after school club and an in school activity

In preparation for musical exams.

Other areas for consideration:

All children and staff are to be aware of any health and safety issues.

The school has a commitment to monitor, evaluate and assess on a regular basis the effectiveness of its provision and the progress and achievement of individual pupils and to monitor and address issues relating to equal opportunities.

The school has made a commitment to staff continuing Professional Development and will continue to plan for continuity and achievement across the Key Stages.

The school will consider pupils' overall participation in the Arts through analysis of the PEECH database. This information will be used to select individuals and groups for instrument lessons. This ensures the school's commitment to opportunities for all.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.