

Music at Fox Wood



FUNctional Skills

How can music support our pupils to be more independent in day to day activities?

Aspect—Communication/ Technology

Application— Music is a universal language that underpins all communication and precedes speech. Pupils are encouraged to respond and express themselves using their own methods of communication, a wide range of instruments, electronic equipment such as microphones and amplifiers, Sound Beam, apps, websites,

Aspect—Performance/ Community belonging

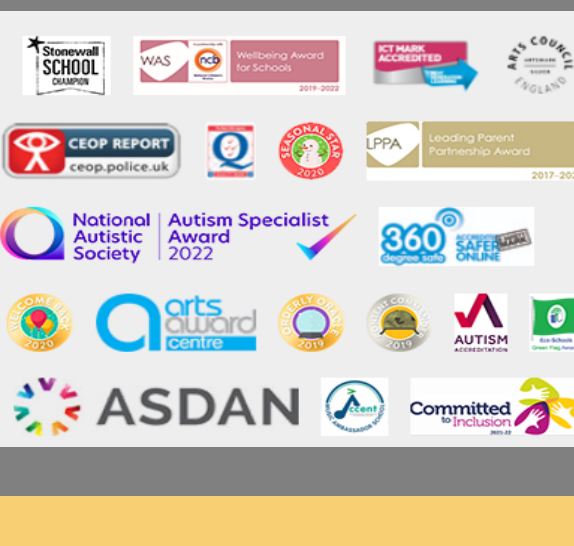
Application— Pupils are encouraged to be proud of their individual and joint creations from the Early Years on-wards. We hold regular concerts and workshops to showcase our skills and regularly invite a range of artists in to entertain and educate us. All classes benefit from working with professional music tutors on a rota basis. Pupils can opt to be part of our sing and sign choir and we perform regularly, both within school and in the wider community. We have links with other local primary schools and many music related well-being opportunities. Pupils are encouraged to give their full attendance to visiting artists and



Music



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The intent of the Music curriculum at Fox Wood School is to:

Enable pupils to acquire the skills, knowledge and understanding to make music in their own way, within their capabilities.

- Enable pupils to develop a positive attitude towards music and a fascination for the subject
- Encourage pupils to develop a love of music across the school, inclusive of everyone
- Support pupils to develop communication skills in working independently and in co-operation with others
- Support pupils to consider, identify and communicate their feelings through planned and spontaneous experiences
- Increase pupils' knowledge and understanding of different faiths, beliefs, cultures, celebrations and traditions through music.

Fox Wood School runs a thematic-based curriculum where themes are matched to units in schemes of work. EQUALS scheme of work is used for Music. Learning is sequenced by Key Stage and is mapped to the 2014 National Curriculum programme of study. Each class has a mapped long term plan, which ensures a broad sequence of learning. By doing this, we ensure that we offer a broad and balanced curriculum with equal exposure to topics and to the study of the inter-related dimensions of music, at an appropriate cognitive level, throughout the year, leading to a rounded experience for all pupils. This supports us in mapping out the revisitation of topics to ensure that we maximise long term memory retention for our pupils.

Within each specific topic/ individual skill focus, the sequence of learning is supported by the EQUALS scheme of work for Music. The EQUALS scheme breaks down learning into appropriate sequences for pupils working across all three of our curriculum tiers (pre-formal, semi-formal and formal). Teachers and tutors will work together to use the sequence of learning alongside the pupils' progression data to plan appropriate, and individualised learning experiences for each pupil within the class based themes. Pupil interests are incorporated into planning and staff will also make use of spontaneous opportunities to promote all types of musical communication and the development of musical skills unique to each pupil, within thematic learning, creating a personalised sequence of learning.

The EQUALS scheme aligns to the 2014 National Curriculum revisions and is specifically for pupils working below age related expectations with PMLD, SLD and MLD.

Implementation

The implementation of the music curriculum is largely individual and will be dictated by which curriculum tier the pupil is working within. Within the pre-formal curriculum, pupils will experience music through a wide variety of sensory experiences using specialised instruments and techniques. Pupils working within the semi-formal tier will access a combination of sensory experiences and practical exploration with an emphasis on exploring how music is created and developing their understanding of the inter-related dimensions of music, and pupils working at a formal level will start to develop their own performances, review and evaluate, have the opportunity to learn an instrument and create and compose music individually and with others, and work on following and creating the notation of music, in an appropriate way. At all 3 tiers of the curriculum, the learning is individualized and sequenced at appropriate steps for each learner.

Impact—recent data review

The most recent data review indicates that most class groups make good progress in Music over the term—pupils largely make expected/ predicted progress over the term, (and some pupils exceed this) and certainly over the year, when all topics and targets have been covered and revisited. The Music tutors feed directly back into the assessment and planning cycle, by informing teaching staff of progress made over the half terms where their classes have tutor sessions. The music lead is able to assess in an on-going manner, as she is directly in touch with all tutors and other external providers. There are still some areas for improvement and it has been identified that further resources, experiences and training will enhance progress made by pupils. The music lead will arrange for certain cohorts, and individual pupils to have specific intervention where required.

