



Castle Tower School

Secondary Music Policy

Date Ratified by Board of Governors	
Review Date	

Castle Tower welcomes pupils aged 3-19 who face a wide range of barriers to learning. Educational opportunities are provided within our Nursery, Primary, Secondary and Post 16 departments.

Our Vision

Vision:

To be a leading light in special education through educating, nurturing and inspiring all our school community.

Mission:

Castle Tower School is committed to creating a community which:

- Ensures everyone is safe and included
- Always learns
- Promotes independence and resilience
- Celebrates achievements
- Looks forward with hope to the future

Everything we do is driven by our core values:

- Child-centred
- Nurturing
- Fun
- Team work
- Inclusive
- Independence

Our Ethos

Castle Tower strives to create a caring community in which every member feels valued, supported and happy. All staff work to maintain an ethos in which fairness, tolerance, compassion and forgiveness permeate all relationships within the school community. High standards of respect, self-discipline, commitment and sensitivity are sought and everyone is encouraged to set and achieve the highest personal, academic and social goals. The safety, welfare and development of everyone in our school community is of paramount importance to all staff and Governors.

At Castle Tower, there is continued development of the quality of the teaching and learning environment. Resources are used efficiently. Opportunities are created for learning in co-operative and interactive settings. Pupils are presented with challenging as well as stimulating teaching and learning opportunities. Staff at Castle Tower seek close working relationships with other providers and services throughout each stage of our pupil's education and through the transition stage to further education and life after school.

Introduction

This document is a statement of the principles, aims and strategies for the teaching of Music in the Secondary Department at Castle Tower School.

The policy reflects the requirements of the Revised Curriculum for Northern Ireland. The Northern Ireland Curriculum aims to empower pupils to achieve their potential and to make informed and responsible choices and decisions throughout their lives helping all pupils prepare for life and work: as individuals; as contributors to society; as contributors to the economy and the environment.

As pupils enter KS4, they are given the opportunity to develop life skills through the teaching and implementation of CCEA Entry Level Occupational Studies in Music.

The Entry Level qualifications aim to:

- facilitate learning in a practical situation;
- motivate learners;
- develop employability skills;
- prepare learners for work and adult life; and
- provide progression to higher learning.

These qualifications can help learners to expand their knowledge, increase their confidence and demonstrate achievement.

This specification is made up of units, and learners can gain a qualification at Entry Level 1, 2 or 3. Pupils will partake in Unit 34- Organising an Event, and contribute to the planning and production of a school music show conducted each year.

Principles of the Teaching and Learning of Music

Music has an important contribution to make to the education of every child. Participation in music can help in holistic development, expands creativity, develops expressive skills and aesthetic awareness. Through the teaching of music, children can be provided with the stimulus for a lifetime's pleasure and participation as performers and listeners.

The fundamental skills, knowledge and concepts of music are acquired through the activities of:

- Performing
- Composing
- Listening and responding
- Appraising

KS3 Aims

- Encourage children to sing with enthusiasm from an early age, free from inhibition.
- Cultivate listening skills
- Offer pupils an opportunity to develop strengths in all appropriate areas of musical expertise
- Encourage children to work individually and to co-operate with others
- Foster a love and understanding of music through active involvement in
- Listening, appraising, composing and performing
- Develop pupil's confidence in all musical activity
- Build all pupil's social, cultural and spiritual development through music

Focusing on Key skills:

- Developing and shaping of musical ideas
- Controlling instruments
- Reading simple signs and symbols and performing from them
- Controlling the sounds of a range of tuned and untuned instruments
- Exploring and using a range of sound sources including voices, bodies, and sounds from the environment
- Sharing music-making, either live or recorded
- Performing to different audiences for a variety of purposes

KS4 Aims

The CCEA Occupational Studies Unit 34- Organising and Event is designed to provide vocational skills in event management at Entry Level 1, Entry Level 2 and Entry Level 3. It gives learners the opportunity to experience and become familiar with the skills they need to organise a music event.

Focusing on Key Skills:

- Teamwork & collaboration- working together, sharing roles, negotiating responsibilities
- Communication skills-verbal and written (e.g. promoting the event, liaising with class)
- Organisation & planning- structuring the itinerary, scheduling tasks, coordinating logistics
- Decision making & prioritisation- picking which ideas to use, resolving trade-offs
- Problem solving & adaptability- responding to unexpected changes or issues
- Time management- meeting deadlines, pacing tasks across the planning period
- Budgeting & financial literacy- estimating costs, managing resources, staying within constraints
- Risk assessment & health & safety awareness- foreseeing hazards, putting mitigations in place
- Marketing / promotional skills- creating flyers, social media posts, persuading people to attend
- Evaluation & reflection- reviewing what went well / what could be improved
- Creativity & theme development- coming up with a coherent purpose, designing the event concept
- ICT Skills- using tools for planning, promotion, or logistics

Link with Key Elements: Spiritual, Moral, Social/Cultural Development and Citizenship

The music curriculum recognises that the personal development of pupils plays a significant part in their ability to learn and achieve. Music offers opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude to others, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of cultures.

Music provides opportunities to:

- Listen and talk to each other.
- Learn to treat all as equals, accepting difference.

- Agree and disagree.
- Work co-operatively and collaboratively.
- Help students develop self-awareness, inner focus, contemplation.
- Engage with community: concerts, cultural events, collaborating beyond school.
- Be more aware of responsibility: caring for instruments, respecting group norms, teamwork.
- Understanding roles and rights: e.g. respecting differences among peers, understanding fairness, equality, participating democratically in choosing repertoire or event theme.

Citizenship

Music can contribute to school events. It provides pupils with the opportunity to represent the school in the community and recognise their own responsibilities and the need to work towards the common good. They can also discuss issues raised in the lyrics used in popular music from different times and cultures. When schools stage performances or community concerts, pupils see themselves contributing to society and learn the value of civic participation and service. Research shows school music also supports engagement, boosts self-esteem, and helps pupils feel more connected to their school and wider society.

Provision for Gifted and Talented

The music department is committed to providing an environment which encourages all pupils to maximise their potential, and this clearly includes pupils who display some form of giftedness. Pupils will be able to utilise and share their gifts through concerts, competitions, collaborations, community performances, and recording opportunities that stretch skills and build confidence.

A gifted or talented pupil will be identified using a variety of methods. This will include elements of the following:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Self-nomination
- Observation/interest

As a department we aim to:

- Encourage pupils to be independent learners
- Recognise achievement- offer opportunities for peripatetic teachers
- Be aware of the effects of ethnicity, bilingualism, gender, and social circumstances on learning and high achievement.
- Ensure staff have high expectations.
- Ensure tasks are designed to take account of levels of existing knowledge, skills and understanding
- Nurture every pupil's musical potential – beginner to advanced
- Develop strong musicianship skills – performance, listening, composing, improvisation
- Foster lifelong appreciation of music in many styles and cultures

- Provide performance opportunities inside & beyond school for ensembles, solo, choral, instrumental
- Support gifted & talented pupils with extra challenge – specialist tuition & opportunities
- Equip pupils with technical, creative & theoretical musical knowledge
- Promote teamwork, collaboration, confidence, self-expression in shared music making
- Encourage respect for musical diversity – genres, traditions, cultures
- Integrate technology & contemporary media into music learning – recording, arranging, digital tools
- Ensure inclusion so all pupils - regardless of background or previous experience - can access music

Strategies for Teaching Music

The predominant mode of working is as a whole class, although opportunities will be available for input to small groups and individuals.

There will be direct teaching and opportunities to explore and experiment with sounds and instruments. In summary the main strategies are:

- Developing their skills in singing and instrumental accompaniment from simple through to complex rhythmic, melodic, and part songs
- Incorporate visual, auditory, kinaesthetic, spatial ways of learning. Example: show diagrams for music theory, listen to recordings, move to rhythm or use body percussion
- Exploring different aspects of composing and to adapt and refine their work before recording and performing it
- Listening to a wide range of music, learning to recognise and discuss musical elements, structures and differences and similarities in style
- Include musical styles and songs students like. Bring in world music, popular music etc., so pupils find it meaningful.
- To encourage ensemble work & collaboration-Working with others helps listening, blending, timing, harmony; also builds social skills and discipline
- using dance, movement, poetry/writing, and art to respond to the character and mood or as a stimulus for their own compositions
- Developing a sense of history through their learning activities by giving the children some knowledge of the music of different times, countries, and culture
- Demonstrating and performing the excellence in music achieved through practice
- Reflection & evaluation-After lessons or units, have students/teacher reflect: what went well, what didn't, how to improve. Use peer review, self-assessment.
- Allow plenty of opportunities for students to experience music outside the classroom- through choirs, educational visits, concerts, shows, performances etc.

Breadth of Study

Pupils will be taught knowledge skills and understanding through:

- A range of musical activities that integrate performing, composing and appraising.
- Responding to a wide range of musical and non-musical starting points.
- Working on their own, in groups and as a class.
- Using ICT to create, manipulate and refine sounds.
- A range of music from different times and cultures

Role of the Music Co-ordinator

- Responsible for the day-to-day operation of the Music Department in Secondary
- Oversee Assemblies and Calendar events such Christmas and Easter Services
- Raise the profile of Music by entering (where appropriate) festivals, community Musical events such as Radio Cracker.
- Auditing and resourcing the school's music equipment, as well as maintaining and organising its storage and use.
- Facilitate CCEA ELQ coursework at KS4
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Assessment

The main role of assessment in music at Castle Tower is to identify progress in relation to the planned scheme of work. Identifying pupils 'achievements, strengths and weaknesses, enables informed planning for the future.

KS3

Continuous Assessment

Pupils' performance during music lessons is assessed in line with the N.C. strand(s) which are the focus of assessment in each unit of work.

Self-Assessment

This takes the form of discussion during a lesson where pupils are expected to comment – with sensitivity and regard to others' feelings - on their own work and the work of others.

Recording

The class recording consists of recordings of a group, class, or individual's performance/work. The recording(s) will form the main evidence of assessment in music.

Individually assessed lesson tasks

Pupils may be assessed individually at different times during a unit of work regarding listening and appraising, performing, and composing. These assessments are marked or commented upon. These individually assessed tasks are to use as a guide when assessing a pupil's overall level of achievement.

KS4

Pupils will complete ELQ Occupational Studies Unit 34- Organising and Event. Pupils will organise a Talent Show and will be assigned a level 1-3 depending on their ability level. Once the show has been reviewed by the pupil, class and teacher, the unit coursework will be sent to CCEA for grading. Learners can gain a qualification at Entry Level 1, 2 or 3. They can also combine units at various levels to contribute to an overall qualification. These are pass/fail CCEA qualifications with no external examinations.

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