

Music



Believe • Belong • Become

Vision

Our aim in school is to ensure we truly understand the pupils we teach.

Our school values

We believe in ourselves and each other.

We all belong in our community.

Everyone becomes the best they can be.

Longford Park is a school for pupils with identified social, emotional and mental health difficulties, and its policies must reflect this. Whilst this is a primary diagnosis for the majority of pupils here, our pupils can be best summarised as having 'multiple vulnerabilities'. Due to the nature of the difficulties experienced by all of our pupils, the curriculum has to be flexible and adaptive to individual needs.

A great deal of emphasis is placed upon the social and emotional development of the pupil, the ability to co-operate, share, to tolerate each other, respect themselves and each other and to contribute to a positive atmosphere within the school. The school is dedicated to creating a safe and secure learning environment with the intention of raising the pupils' self-esteem and eradicating any feelings of worthlessness and failure. In order to reach these goals, the school encompasses a variety of teaching methods and learning styles.

The curriculum provided is flexible in its approach and delivery. This is to facilitate learning at all levels, accommodating pupils who have not had recent experience of the National Curriculum. In response to this, each overview for the core curriculum areas is a basic framework from which to work from so as to allow for the needs of a changing pupil population.



Aims

At Longford Park School, the curriculum is designed to recognise children's existing knowledge. Within each subject, we have identified a very succinct outline of the knowledge that pupils need to acquire by the end of each year. As a result of careful planning, pupils consistently relate back to previous learning when exemplifying learning related to their current topics or themes. Through carefully considered first hand learning experiences, we will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is a powerful vehicle utilised to maximise the potential of each individual and overcome all barriers to learning.



Our Curriculum Drivers



Believe, Belong, Become



Problem solving



*Mental health
and well-being*



Vocabulary



Our Curriculum Drivers



Believe, Belong, Become

In order for our pupils to Believe, Belong, Become, our curriculum offers opportunities for pupils to express themselves appropriately in various different ways; therefore developing their emotional intelligence alongside their academic skills. When pupils feel unsettled, they need to have reassurance from their key adult to help with emotional regulation. Using psycho-educational interventions from their Class Team, pupils are able to receive the bespoke support they need to so that pupils are ready to learn.

We have the same academic aspirations for our pupils as our mainstream friends, so pupils are expected to learn the National Curriculum, but with lessons that are tailored to the needs of pupils. To do this, we have to make sure pupils understand how their learning now links to their future. Pupils, parents and staff are expected to have the highest possible aspirations for their futures.

We believe in ourselves and each other, we belong to our school's community and we become the best we can be.

Problem solving

Enabling children to express themselves supports their wellbeing. Social skills and the ability to communicate and cooperate with others is also a key life skill which our children need support to develop in order to feel a sense of belonging throughout their lives. We feel our pupils greatly benefit from learning the key Mathematical and English skills through real-life activities, for example shopping, café, cooking or role play situations within school. This will help pupils to see the purpose of their learning whilst also motivating them and enabling them to learn life skills at the same time.

Finding answers for ourselves makes learning exciting!



Our Curriculum Drivers



Mental health and well-being

Discussing mental health and well-being is a part of daily life at LPS, for staff and pupils. As well as recognising what we can do to help ensure good mental health, it is important pupils can recognise the full spectrum of their own emotions and have the appropriate, age-related

vocabulary to discuss these. Well-being is taught about within the wider context of building self-esteem, emotional well-being, relationships and healthy lives. This begins in EYFS and develops through to Year 6. The intention of our work in this area is to prepare our pupils for the opportunities, responsibilities and experiences of adult life.

We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values underpinning it and to deliver an effective programme that meets the needs of our pupils, taking into account their SEMH and complex needs.

I understand I might experience different emotions at different times and can use the words to talk about how I feel.

Vocabulary

When teaching vocabulary, it is important for pupils to learn the meaning of the word. This is called semantics. Pupils also need to learn the sound pattern, which is called phonology. Once pupils are confident in using the words, they then need to learn how to write it down. This is called orthography. Using appropriate vocabulary is useful for not only academic progression, but this is also essential for the acquisition of inter-personal skills.

It's important I learn the right words so that people understand what I say. This is important not only for me when I speak, but also when I write.



Important Terms

Curriculum drivers shape our bespoke curriculum. They are derived from evaluating the SEN and themes of our pupils, our beliefs about addressing barriers to learning, mental health awareness and our core values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities underpinned with mental health understanding.

Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for children's experiences to bring learning to life.

*Our curriculum distinguishes between subject topics and **golden threads**. Curriculum threads are the specific aspects of subjects that are woven throughout the subjects to build and strengthen the concepts being taught and reinforce progression over time.*

Vocabulary is how we teach pupils to learn about words; including mental health and subject specific vocabulary. We enable pupils develop the language and interpersonal skills needed throughout life.

Core values are how we underpin the curriculum with the believe, belong, become core values. We believe in ourselves and each other, we belong to our school's community and we become the best we can be. Pupils can reflect daily on how their SEMH need has been addressed by linking to the core values.

Mental health is how our specialist teaching of SEMH supports the learning of individuals who have SEMH needs through teaching useful strategies, such as; social skills, emotional wellbeing, and mental health. Teaching children how to recognise the signs of positive and problematic mental health and knowing how to get the support in an effective way.

Problem solving is engaging with our pupils at the initial signs of encountering a problem. SEMH needs may manifest through challenging behaviour or low mood. Our specialist teachers maximise the potential of children by working with them to overcome their barriers to learning, and on how recognising and explicitly teaching the specific skills needed to support identified individuals.

Pedagogy is the method and practice of teaching, especially as an academic subject or theoretical concept. Staff have a shared pedagogy of supporting children with SEMH and complex needs and core values that align with a unique skill set and understanding for our pupils, often fed by latest research and up-to-date training.



Intent

The aim of the music curriculum is to inspire creativity and engage all learners regardless of ability. We aim to develop a love of music and increase the children's self confidence so that they can believe that they can be creative and make Longford Park a safe space where they can express themselves.

We aim to create a stimulating environment full of rich opportunities to nurture and develop everyone's ability.

We believe that music has the power to encourage us to look at the world around us and make positive connections and change.



Believe • Belong • Become



Implementation

Whole class music lessons happen once a week with additional one to one sessions offered to children who have expressed an interest in learning an instrument.

Ongoing informal assessment takes place every lesson

Experienced music specialist comes to school to teach the lessons

Learning of different musical terminology in all lessons

Lessons differentiated across the school

Instruments provided to learn on



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Long Term Plan

Click here to view our long term plan for this academic year

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Autumn	Timbre and duration – Getting to know classroom instruments and long and short sounds	Songs about Ourselves	Fireworks themed songs London’s Burning Oranges & lemons	Perseus and Medusa Create a soundscape for a story Choose lyrics for another song	Traditional British folk music	Woody Guthrie Native American music	Layers/ texture in music and rhythm Rainforest sounds and songs
Spring	Pitch and dynamics – Using a high/low singing voice and loud/quiet sounds	Songs about growing and changing	Music from around the world: Europe/ USA/ Australia	Explore timbre (wood/ metal/ skin sounds) and rhythm Layer rhythms, composing and sharing parts.	Viking rowing song – singing and following pulse Italian songs	Create a rap Ballet Egyptian	Matchstalk Cats and Dogs Salford Shanty Dirty Old Town/ Ally Ally Oh
Summer	Tempo and Instrumental – Learning to play fast/slow sounds and pitched instruments	Revise singing games	National Anthem UK and other countries	Just Like a Roman: Add rhythmic parts for varying percussion instruments	Sea shanties	Music Halls Doggy in the Window Daisy Bell – exploring time signature	Ears Hang Low Wartime songs Composing using tech (Chrome Music Lab song maker)



Impact

The impact of learning in music is, in some ways immeasurable. Not only does it provide joy but it helps with fine motor skills and social interaction which is key here at Longford Park. It also helps the children to use their imagination and promotes the use of emotional language through song which can, in turn, help the children to regulate their emotions. The impact is felt through the children being able to improve the quality of their written work and to develop skills in their emotional development.

Evidence of this is monitored by the subject lead through scrutiny of pupils' completed through listening to pupil voice and informal ongoing assessment in each lesson



Cultural Capital

Music is an intrinsic part of gatherings, festivals, and belief systems. Sound and rhythm patterns give a particular perspective into an individual's opinions of the culture and social issues of the times.

Children are drawn to the expressive qualities of music. When attempting to increase their cultural capital, we can look for examples of music with strong narrative or image association.

Most children already experience different forms of music and through cultural capital we can get them to experience different types of music and appreciate them.

We also have lots of experience days such as Diwali and Iranian new year where the children experience these different cultures and their music.

At Longford Park we believe that the cultural capital of music provides a unique opportunity for not only expressing different forms of music but addressing real world topics in a safe environment.



British Values

Democracy	Rule of Law	Individual Liberty	Tolerance	Mutual Respect
<p>Values such as respect & tolerance of others' opinions is promoted through the digital literacy strand of computing.</p>	<p>Pupils are taught to consider the consequences, advantages and disadvantages of things such as hacking, cyber bullying, privacy, copyright law & ethical decisions relating to how ICT is used.</p>	<p>Choices in terms of education, employment and careers are discussed.</p> <p>Limitations on individual liberty, for example, by complying copyright laws and analysing 'fake news'</p>	<p>Tolerance of others' opinions is promoted through the digital literacy strand of computing.</p> <p>Pupils are encouraged to evaluate and analyse information presented or shared via technology for accuracy and reliability.</p>	<p>Offer support and advice to others .</p> <p>Discuss and reflect on each other's work constructively.</p> <p>Mutual respect is strongly focussed upon within Digital Literacy strand and E-safety elements of the curriculum.</p>



Pupil Voice

I love music and playing on the drums. Our music teacher has brought in a drum kit and I love playing music on it

Our music teachers makes our music lessons really fun and we get to play loads of instruments

I am not a bit fan of music and don't have a favourite song but I love playing on the instruments especial the maracas.

We have been playing on the keyboards and I have been learning the notes. I can play C, D and F so far!

Sometimes music can be a bit noisy for me but once I have my ear defenders on I can enjoy the lesson.

We learnt all about places and the music of those places and get to play music that's from that place.

