

Music Policy

(Ratified by School Council July 2025)

PURPOSE:

To provide a supportive Music program based on our school's guiding statements. Research based evidence shows that learning music contributes to students' brain development and the inclusion of music in the curriculum has been found to improve student performance in other areas, including literacy and numeracy. Music and music education also have the power to significantly benefit student wellbeing and the development of confidence.

Aims

The Music curriculum aims to develop students':

- confidence to be creative, innovative, thoughtful, skilful and informed musicians
- skills to listen, improvise, compose, interpret, perform and respond with intent and purpose
- aesthetic knowledge and respect for music and music practices across global communities, cultures and musical traditions
- understanding of music as an aural art form, its relationship with other art forms and contributions to cultures and societies.

GUIDELINES:

The music program includes core lessons for all students as well as optional ensembles and/or other music based programs and opportunities for selected students. The program should build musicianship in all students, taking into account the broad range of musical experiences that students have outside of the school program.

IMPLEMENTATION:

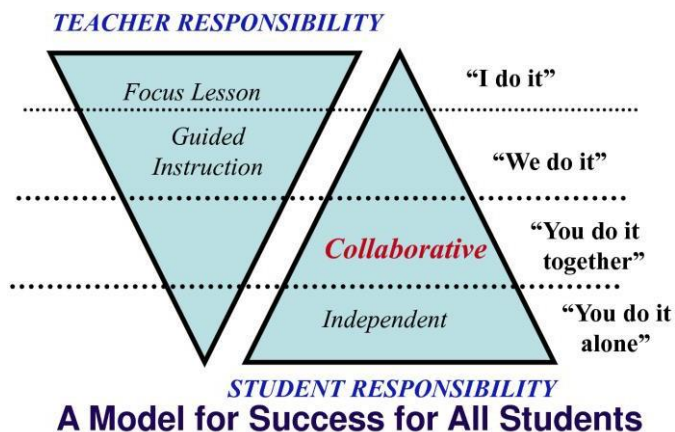
Timetabling

Each class is timetabled to have one hour per fortnight of Music with the Specialist Music teacher. Some ensembles are timetabled during normal class time for one or two hours per fortnight and students are provided with the opportunity to participate in these programs in addition to their timetabled class session. Additional ensembles are held before school or at lunch times.

Lesson Structure

Each music lesson is broken into a number of lesson segments that focus on different elements of music, with longer segments for older students. This reflects the nature of music as the interplay of pitch, rhythm, harmony, texture, timbre, and other elements, rather than as a single element.

Teaching reflects the gradual release of responsibility model. Particularly in the case of younger students, the gradual release of responsibility will often be spread over several lessons for each skill that the students learn.



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

Planning

- Planning should be based on the Victorian Curriculum 2.0 and on the needs of the student cohort.
- Planning should take into account the learning that students are doing in other areas, including English, Mathematics and Inquiry learning, and links should be made wherever possible.

Assessment and Reporting

Students are assessed against the Victorian Curriculum 2.0. This information is conveyed to parents as part of each student's end of year report.

During Semester One a portfolio piece is explored by each student in a written reflection and then used during a student led conference involving parent, classroom teacher and student. A graded report is provided by the Music Teacher to each student towards the end of Semester Two.

RELATED LEGISLATION:

Victorian Curriculum 2.0 [Home - Victorian Curriculum F–10](#)

The Victorian Curriculum 2.0 in Victoria has been written to equip young Australians with the skills, knowledge and understanding that will enable them to engage effectively with and prosper in a globalised world. Students will gain personal and social benefits, be better equipped to make sense of the world in which they live and make an important contribution to building the social, intellectual and creative capital of our nation.

RELATED POLICIES:

Curriculum Policy

POLICY EVALUATION:

Evaluation will be conducted every two years by the Music Teacher with the support of the Curriculum Team.

DUE DATE FOR REVIEW:

Due for review in July 2027.