



LONGSTONE SCHOOL

Music Policy

ARTICLE 28

"Every child has the right to an education"

REVIEWED: June 2020



This document is a statement of the aims, principles and strategies for the teaching and learning of music at Longstone School. It has been written during the Autumn term of 2018 by the music teacher.

INTRODUCTION

Music is a powerful, unique form of communication that can inspire and motivate children of all abilities. It is an important part of the school curriculum; it is a vehicle for personal expression which can help develop social skills, promote positive self-image and build confidence within each individual child. (Article 29 Develop Talents and Abilities)

Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Music makes a special contribution to the personal, social and intellectual development of each child and as well as providing personal enjoyment, it provides cultural enrichment and develops a sense of identity and of achievement.

(Article 30 Right to enjoy your own culture)

It encourages co-operation and collaborative learning and so it is beneficial to the child's social development.

Intellectually, music fosters decision-making and critical awareness as well as experimentation and discovery. It encourages listening skills and is of considerable cross-curricular value. Every child should be given full access to all aspects of music teaching and learning, irrespective of race, culture, gender or physical limitations.

At Longstone we provide opportunities for all children to create, play, perform and enjoy music in order to develop the skills to appreciate a wide variety of musical forms and begin to make judgements about the quality of music. (Article 31 Right to Rest and Play)

AIMS

It is the aim of this policy that the needs of children are met so they can reach their full potential in music and enhance their understanding of related subjects. They should be allowed to grow in their awareness of music and the foundations should be laid for the development of their skills in the future. (Article 29 Develop Talents and Abilities)

Therefore, we provide opportunities for pupils to:

- Explore, enjoy and to be able to make a contribution to music lessons.
- Create music.
- Develop basic skills and techniques on a range of instruments (including the voice), while focusing on the musical elements of pitch, melody, rhythm, dynamics, timbre, structure and texture.
- Express their ideas and feelings through musical creation.
- Listen attentively and analytically to music.
- Develop a sensitive response to sound and music.
- Develop motor skills and co-ordination.
- Develop an appropriate vocabulary to help them understand and discuss their own work and the work of others.
- Begin to appreciate and evaluate work from a range of sources and cultures.
- Develop team building by working co-operatively.
- Improve social skills.
- Develop compositional, improvisational and performance skills.
- Develop self-discipline, self-confidence and self-image.
- Find a lasting sense of purpose, achievement and fulfilment through musical expression.
- Appreciate the work of a range of composers and musicians from a variety of cultures.

In order to achieve these aims, staff will:

- Provide a wide and stimulating curriculum.
- Encourage all children to become active participants in a variety of musical activities.
- Provide opportunities for all children to experience success.
- Encourage discussions and the development of relevant musical vocabulary.

- Organise classroom provision so that all children experience a mixture of individual, small group and whole class activities.

OBJECTIVES

The music department provides a full and balanced practically based curriculum where all instrumental schemes use a unique colour coded system to accelerate learning and assist pupils in overcoming the barriers of reading music notation. (Article 28 Right to an Education)

Key Stage 1 – 4 offer a wide range of activities.

OBJECTIVES – PHYSICAL

- Learning techniques appropriate to instrumental development, control.

OBJECTIVES – INTELLECTUAL

- Knowledge of musical structure, musical values and musical concepts

OBJECTIVES – SOCIAL

- Ability to work within small or large groups

OBJECTIVES – EMOTIONAL

- Enhancement of expertise in achievement, creativity and expression
- Development of values of discipline, perseverance and self esteem

TIME ALLOCATION FOR MUSIC

JUNIOR SCHOOL -

Y5	1 X 40 minutes per week
Y6	1 X 40 minutes per week
Y7	2 X 40 minutes per week

MIDDLE AND SENIOR SCHOOL -

Y8	2 X 40 minutes per week
Y9	3 X 40 minutes per week
Y10	2 X 40 minutes per week
Y11	2 X 40 minutes per week
Choir	1 X 40 minutes per week

DIFFERENTIATION

To ensure the successful implementation of the programme of study, the music department uses the following strategies for differentiation. (Article 28 Right to an appropriate Education)

BY OUTCOME This allows for one activity to be given to the whole class which can be studied at different levels. All pupils are therefore engaged in the same activity.

BY TASK This allows for more closely defined activities to be given to the pupils who will normally be divided into smaller groups, working at different levels.

BY SUPPORT This includes children with one-to-one classroom provision to receive individual support.

This differentiation will be outlined in the units of work and suggestions for individual and group activities will be included in the schemes of work where necessary, at each Key Stage.

PROGRESSION AND CONTINUITY

Each term, as well as introducing children to the new concepts associated with each scheme, work should be constantly building upon the previous knowledge and experience that the children have gained during the previous term and years in the school.

PERFORMING OPPORTUNITIES

In addition to class performances, pupils have the opportunity (where appropriate) to sing or perform on musical instruments at a number of whole school events. These include:

- Harvest assembly
- Christmas service
- Easter assembly
- Prize giving

CROSS CURRICULAR SKILLS

COMMUNICATION

Communication is central to the whole music curriculum. Children should be able to communicate in order to express themselves emotionally and socially, to develop as individuals and to engage with others.

Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in the following:

- a) Performing – Pupils can gain instrumental skills using the correct techniques on a variety of musical instruments.
- b) Composing/Improvising – Pupils should have access to a range of resources and should therefore have the opportunity to experiment with sounds in order to communicate their own ideas and feelings.
- c) Listening and Talking – Pupils should be able to listen and take part in discussions, contribute opinions and feelings, ask questions and respond to others' points of view using an expanding vocabulary.

USING MATHS

The concept of rhythm is integral to music and therefore the department will provide opportunities to develop the cross-curricular skill of using mathematics at all Key Stages.

Opportunities for using mathematics should include:

Key Stage 1 - Counting songs
Clapping rhythms in time
Performing on untuned percussion

Key Stage 2 - Understanding note values
Understanding the concept of time signature
Performing rock rhythms on the drum kit

Key Stage 3 and 4 - Building on the knowledge of concepts gained at Key Stages 1 and 2 in order to develop instrumental skills.

USING ICT (Article 17 Access to the Media)

The music department will provide opportunities for pupils to acquire, develop and demonstrate the cross-curricular skill of using ICT. Opportunities for using ICT will include:

- A selection of internet based programmes for use on the interactive whiteboard
- Electronic keyboards
- Access to Garageband on the Apple computers and Ipads

LITERACY

The music department will provide opportunities for pupils to develop their literacy skills, such as:

- a variety of work sheets at Key Stages 2-4
- reading from lyric sheets/singing activities
- karaoke activities

THINKING SKILLS AND PERSONAL CAPABILITIES

The music department promotes opportunities to develop Thinking Skills and Capabilities through a wide range of musical activities. Examples of managing information are - Thinking, Problem Solving, Decision Making, Being Creative, Self-Management and Working with Others are set out within each scheme of work.

PERSONAL AND SOCIAL DEVELOPMENT

Music contributes to the social development of the pupils by providing all with a range of enjoyable experiences and a sense of achievement.

REPORTING

Presently, a comment and grade for effort is written on the annual report, indicating each child's achievement and progress.

ASSESSMENT

According to the Northern Ireland Order 1989, Music is not formally assessed in special education. Therefore it is the policy of the department to measure achievement in music through continuous observation in order to:

- demonstrate that the pupils are making progress
- demonstrate that the pupils' work is valued
- maintain and improve motivation
- provide accurate information for parents/guardians

RESOURCES

Electronic Keyboards

Fully Chromatic Xylophones

Guitars (various)

Ukuleles

Drum Kit

Caribbean Steel Drums

Variety of Untuned Percussion

Doumbek/Djembe/Bongo Drums

CD Player

Access to computers/Ipads

Interactive Whiteboard

POLICY TO BE REVIEWED: 2021