



Brook on Broadwaters Music Policy

Music Curriculum Statement

"Music is a powerful, unique form of communication that can change the way people feel, think and act. It brings together intellect and feeling and enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps people understand themselves and relate to others, forging important links between the home, school and the wider world. It can develop a sense of group identity and togetherness, and increases self-discipline and creativity, aesthetic sensitivity and fulfillment."

QCA 2000

Aims

- ♪ To offer all pupils a broad and balanced music curriculum appropriate to their age, ability, need
- ♪ To offer pupils of differing abilities, and whose experiences are wide ranging, the opportunity to develop at their individual level and stage of development
- ♪ To provide access to musical knowledge, skills and understanding through the teaching of music as a discrete subject or within a cross curricular approach.
- ♪ To access the music curriculum in an inclusive context

Approaches to teaching

The contribution of music to the whole curriculum is recognized by developing in pupils the following essentially transferable skills and attributes:

- ♪ Delight in a sense of individual and collective achievement
- ♪ Communication skills - verbal and non-verbal
- ♪ Aesthetic appreciation and discrimination
- ♪ Listening skills and sensitivity to sounds
- ♪ Imagination and inventiveness
- ♪ Intellectual and artistic skills
- ♪ The ability to analyse and solve problems
- ♪ Social skills e.g cooperation, turn taking, self- esteem, perseverance
- ♪ Study skills e.g lengthened attention span, memorizing, interpretation of sounds
- ♪ Self-motivation, self-discipline, self-evaluation
- ♪ Access to, awareness, appreciation of a wide range of cultural traditions.

Music is taught both as a discrete subject, and in a cross curricular way. In order for pupils to learn through their most effective means, and to work to their strengths and abilities, a multi-sensory approach to teaching and learning is often used in music activities. As well as teaching and learning musical knowledge, skills and understanding, cross curricular topics are referred to which enhance and extend the musical repertoire, as well as ensuring a meaningful link to the work done in class.

All Brook music sessions are inclusive with small groups of children from the Willow - often cross phase, and activities are differentiated to meet the needs of all pupils. All classes throughout the school use music activities to support other areas of the curriculum - live and recorded. Music is also used as a 'sound of reference' or auditory cue throughout the school day - to encourage recognition, awareness, participation, anticipation.

Key skills are taught through music : choice making; gross and fine motor skills; communication; anticipation; social interactions; turn taking; developing receptive and expressive communication; responding to instructions.....

In all keys stages - foundation, 1, 2, music teaching should :

- ♪ Develop each of the interrelated skills of performing, composing and appraising in all activities
- ♪ Extend these skills by applying listening skills , knowledge and understanding of music

By making and responding to a wide range of music, children should be enabled to have access to

- ♪ How sounds are made, changed and organized - e.g. through the use of musical elements and structures
- ♪ How music is produced - e.g. through the use of instruments, musical processes -
- ♪ How music is influenced by time and place e.g. how it can be affected by the occasion, venue, purpose

All children have access to the Inclusive drumming club which includes pupils from all classes in the Brook and the Willow year 2 classes. This is jointly run by a Ghanaian master drummer and dancer with skilled musicians and dancers from the Brook staff team.

Sherborne Developmental Movement (SDM) is used throughout the music lessons. This is a form of therapeutic intervention, which seeks to engage pupils in interactive learning, through shared movement experiences. It supports pupils in:

- ♫ Confidence in the way the body moves
- ♫ Awareness of spatial dimensions and where the body/body parts are in space
- ♫ Awareness of relationships and group dynamics
- ♫ Creativity
- ♫ Underpinning all relationship work in the music lessons is the development of trust and confidence in self and others

It offers pupils the opportunity to develop good body and spatial awareness, thus encouraging confidence in their own body and its capabilities within the environment. This personal and spatial confidence enhances self-image and induces a positive self-esteem. SDM also places great importance on the development of positive relationships with others through shared movement experiences. The development of trust, both in oneself and others, and creativity are fundamental throughout the musical experiences.

Equal Opportunities

All pupils are to be given access to the full range of musical experiences, equipment, facilities, based on a framework of musical development that spans all abilities - experiences which are differentiated to include all needs.

All staff should ensure that the learning context they provide offers a broad and stimulating environment which reflects the diversity of the whole school population and society at large.

Assessment and Recording

Assessment of the achievements of pupils in performing, composing and listening to music should take account of the full range of their experience, including beyond classroom music.

Breadth of opportunity, knowledge, skills, understanding, experiences should be referred to.

Reporting should also take the form of audio and visual recording.

The Sounds of Intent framework is used to promote the musical development of all children, as well as enabling them to use music as a scaffold to structure other learning and development. At the moment, this is implemented by the music specialist, but the aim is for class staff to undertake this as part of their focus child.

