

MERE SCHOOL

Music Policy

Music is the only subject on the curriculum that is exclusively concerned with sound. We live in a society rich in sound and music has a unique role to play in developing and maintaining childrens' aural sensitivity. Music, being an expressive medium, offers a valuable means of communicating ideas and emotions. Music can be a group or individual activity and through participation in music making children can experience personal fulfilment and satisfaction. Children are surrounded by music. It is always present and highly valued in any culture. An appreciation of and involvement in music of other cultures can help to develop understanding between ethnic groups. Young children find meaning in music and respond to it instinctively. Early music should be an integral part of every child's daily activity. Early musical experience can result in the formation of life-long attitudes of acceptance or rejection. The first steps are crucial. Once they have been successfully understood the way ahead lies open. What has been learnt is absorbed into use. Children learn at different rates and too structured a programme will not succeed. The teacher must bring the child into contact with the musician's fundamental activities of performing, composing and listening and by working actively with music children should discover its highest level can be a deeply moving, aesthetic experience. Music education provides links with other subject areas and can make a vital contribution to the life of the school as well as the individual child.

Aims

1. To develop the musical ability of all children.
2. To encourage a sensitive response to sound in general and music in particular, through the fundamental activities of performing, composing and listening.
3. To encourage the children, through music, to express their feeling and share and articulate their responses to experiences and observations which cannot be verbalised.
4. To introduce and develop necessary manipulative, creative and intellectual skills and concepts that will enable children to take an increasingly active part in music making.
5. To develop important social awareness and skills through simple group music making.
6. To develop and maintain children's aural sensitivity and enable them to acquire a more perceptive approach to the medium of sound.
7. To develop an awareness and understanding of musical traditions and developments from a variety of cultures and societies.
8. To give children adequate opportunity to approach music actively from a range of styles and contexts - live and recorded.
9. To enable children, through musical activity, to experience personal satisfaction and self confidence from striving after the highest possible standards.
10. To encourage the first hand musical experiences of exploration and discovery, which are sufficiently absorbing and challenging to engage childrens' enthusiasm.
11. To promote delight, enjoyment and a sense of pride whilst participating in musical activities.
12. To provide a link with other subject areas and make an important contribution to the general life of the school and wider community.
13. To meet and fulfil the requirements of the National Curriculum.

Content:

In the early years music should arise naturally from classwork but as children grow older there should be times when the children specifically concentrate on music. It is important that the basic concepts to do with music are identified, understood and experienced through composing, listening, performing and moving. New work introduced must be repeated and revised regularly. Music should be linked to all

areas of the school curriculum. As the children progress, attempts should be made at group music making. This will help the children gain confidence and learn important lessons about co-operation, tolerance and sensitivity. Before this composition will generally be on an individual basis.

At Mere we use the A & C Black Music Express Scheme. Working through a music scheme religiously goes against the whole philosophy of developing music as an expressive subject. We aim to use this scheme to complement the sensitive and creative teaching of music and to allow the teacher to develop an individual style.

Children will have the opportunity each year to work on music technology projects.

Concepts

When the children leave this school they will have had experience of the following areas:

tone colour/timbre	direction
beat	form/structure
dynamics	rhythmic and melodic patterns
tempo	texture
register/pitch	style
duration	

They will have been involved in the following musical experiences:

exploring - experimenting, investing, observing, matching (using sound producing materials, body sounds, environment sounds, instruments, extracts of music)

moving - reacting, interpreting, expressing, enjoying

listening - distinguishing, discriminating, identifying, classifying

singing - listening, distinguishing, memorising, matching, reading

live music - participating and listening - school music activities, visits from musicians, visits to theatres and concerts and inter-school music

recorded music - assemblies, class lessons

accompanying

performing - class mates, classes, concerts, inter-school activities

Assessment

There has been recurring controversy about the feasibility of assessing progress in aesthetic subjects. The musical progress of younger children should be checked regularly by the music teacher. Opportunities for assessment are identified wherever possible in the music scheme in the form of observation points. Recording pupils work on tape or video is important for monitoring progress. Also children will be involved in evaluation of their own and classmates' work. The teacher keeps an ongoing assessment of each child's attainment on the schools music tracking sheet.

Extra Curricular Activities

At Mere School music takes place outside the normal school timetable. For children who show a particular interest or aptitude additional activities, e.g. recorder lessons, choir etc are provided as an extension of the formal curriculum. It is vital that this work grows out of the experience and learning in the classroom. All children have the opportunity to receive general music lessons from a visiting specialist and instrumental specialists. Music education is also enhanced by annual music weeks.

Special Needs

Music is particularly important in the education of mentally and physically handicapped and disturbed children, as it helps to develop listening and language skills, physical co-ordination and general awareness. The music activities should stimulate aural perception, encourage movement and involve the senses as much as possible.

Resources

At Mere we are constantly reviewing and updating the music resources.

Consultancy

At Mere School music is taught by a specialist music teacher. However, class teachers, when appropriate, use music across the curriculum. Our music specialist advises and supports teachers in this process.

Schemes of Work

The schemes of work are planned for each year group on a half-termly basis. The teacher should feel free to be flexible in the ordering of topics but they have been designed to ensure progression throughout the school. Revisiting each topic during the year is vital to refresh the children's' memories. The references in the music scheme have been included to help the teacher find the material required quickly. Following this scheme of work will ensure National Curriculum coverage for Music.

Equal Opportunities

Music education, at Mere, has been designed to take into account children's differences, in terms of race, gender, class or disability. Music for listening and singing has been selected from a range of countries and musical traditions.

Autumn 2009

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