

School Curriculum Subject Guide

Music

(last updated in June 2016)

Overall Aim:

This guide views music education as an active subject which gives students the opportunity to grow through music, which involves them in composing, performing, listening and appraising. We want our students to develop musical self-esteem and to feel satisfaction when they achieve something worthwhile. Therefore the music curriculum must be determined in response to individual need but within a context of a planned programme of study.

We want our students to:

- Listen carefully to and develop aural memory of a wide range of music from different times, genres, styles, tradition and composers, independence and creativity.
- Play and explore musical instruments and participate in a variety of songs from memory.
- Develop an understanding of cause and effect and how sounds can be changed and ordered, adding accompaniments, creating their own compositions, changing and improving their own musical arrangements.
- Learn how music is made and produced in different ways ranging from own body movement to use of ICT and musical elements.
- Be aware of how the combined musical elements are organised and used expressively and how they can be described using given and invented signs and symbols.
- Increase their self-awareness, confidence, imagination and control during music sessions.
- Participate in a range of musical activities that integrate performing, composing and appraising.
- Work collaboratively with others to increase awareness of their own contribution to age group or class musical activity.
- Use ICT to capture, change and combine sounds.
- Demonstrate and develop preferences for particular sounds and make choices
- Respond to music linked to art, pictures, photos, poems and extracts from books.

We want our staff to:

Better futures for young lives with epilepsy and associated conditions

- Have access to a Music Curriculum including up-to-date research and strategies within the subject area
- Feel confident that they can deliver music education (although positive they do have the formal skills of subject specialists)
- Use their teaching skills and expertise to facilitate children’s learning in music and to help them achieve their musical objectives
- Use music to provide opportunities to promote spiritual, moral, social and cultural development
- Use music “to promote opportunities for students to:
 - Experience a sense of pride and achievement in their own work
 - Demonstrate their musical ability in an area not dependent on language skill
 - Improve listening, concentration and attention skills
 - Develop sounds and develop expressive language skills
 - Practise turn taking
 - Choose, discriminate and justify decisions
 - Experiment and try new ideas where there are not right and wrong answers
 - Develop co-ordination and functional fine motor skills
 - Support the development of movement and mobility
 - Encourage co-operation, tolerance and willingness to work with others
 - Develop self-discipline and self-confidence
 - Foster community involvement
- Also to improve “access to the music curriculum by:
 - Enabling pupils to communicate their responses to different music and their choices of music through the most appropriate means
 - Allowing time for pupils to settle and be familiar with their surroundings so they are able to participate in musical activity
 - Allowing time for pupils to respond and communicate, taking account of the pace at which pupils work and the physical effort required
 - Correctly positioning pupils so that they can make purposeful movements or focus on and activity
 - Allowing time for pupils to reach for, grasp or release an object
 - Allowing pupils time to explore or play instruments, alone or with others
 - Using a multi-sensory approach where appropriate (ibid)”