

[The individual's] intuitive response to music should be built upon by encouraging them to participate in an expanding range of musical activities through an explorative and experimental approach designed to develop a love of music.

(Curriculum Review CEA)

Why We Teach Music

The capacity to respond to music is present in everyone and makes itself evident in children from a very early age. This school aspires to the teaching of a balanced and broadly based curriculum to promote the cultural, physical, emotional, aesthetic, spiritual and intellectual development of all pupils. Music therefore cannot and indeed should not be ignored.

Aims For Music

The fundamental aim of the music curriculum is to develop pupils' musical imagination, understanding and creative skills. By engaging in musical activity, pupils should develop a range of concepts, attitudes and skills which constitute musical thought and behaviour. Our aim, therefore, is to develop all of these in school:

1. Listening skills - involving concentrated listening, aural discrimination and memory.
2. Performing skills - involving mental and physical co-ordination, verbal and non-verbal communication, self-discipline and memory.
3. Composing skills - involving imagination, problem solving, verbal and non-verbal communication and memory.
4. To encourage in all children active participation in music-making and help them to develop personal confidence in their performance.
5. To nurture social skills through group activities.
6. To develop self-motivation.
7. To foster self-confidence and independence.
8. To stimulate children's interest in and enjoyment of music.

Objectives For Music

By the end of Key Stage 2 we will have provided opportunities for our children to develop in composing, listening and performing at an appropriate level of difficulty.

Music in the Foundation Stage:

Children will have the opportunity to participate in a range of musical activities and will be encouraged to experiment and participate through an explorative approach. It is the aim that children will not only develop aural awareness and communication skills but also self esteem and an increased awareness of themselves and the world around them.

Children will:

- Show an increasing ability to use the elements of music to express ideas and feelings
- Show increasing control of the sounds they make when singing
- Show an increasing awareness and understanding of the elements of music including:

Loud, quiet sounds and silence (dynamics)

Fast and slow music (tempo)

Long and short sounds (duration)

High and low sounds (pitch)

Characteristics of the sounds they make and hear (timbre)

Single and combined sounds (melody and accompaniment)

By the end of Key Stage 1 the children will have opportunities to:

1. explore and investigate the range of sounds available within the classroom;

2. use the sounds they discover, and those they make using simple instruments, in imaginative and creative ways;
3. play musical games, sing and use simple classroom instruments to accompany singing;
4. begin recorder playing (P4) and use musical notation.
5. listen carefully to, and think and talk about, the kinds of sounds they create and those they hear within and beyond the classroom;
6. hear a variety of short pieces of music and respond imaginatively and in ways which develop their verbal and non-verbal communication skills;
7. Record compositions using digital means
8. develop an understanding of the elements of music in relation to
 - loud sounds, quiet sounds and silence (dynamics)
 - fast music and slow music (tempo/pace)
 - long sounds and short sounds (duration)
 - high sounds and low sounds (pitch)
 - the characteristics of the sounds they use (timbre)
 - single sounds and combined sounds (texture)
9. develop an increasing awareness of pulse and rhythm, repeated patterns and contrast in music;
10. develop an increasing awareness of the sound characteristics of common musical instruments and how they are used to create mood and atmosphere;
11. develop increasing control of the sounds they make when singing (words, expression, breath control and singing in tune) and playing simple percussion instruments (manipulative control);
12. develop increasing ability to combine and use the elements of music to express their own ideas and feelings and to create mood and atmosphere.

Making and responding to music shall be carried out within the context of the following composing, performing and listening activities:

Composing (using sounds creatively)

Pupils should have opportunities to work creatively with music by:

- A exploring and investigating ways of making sounds;
- B creating simple sound effects, for example, sounds in the stories or poems they hear;
- C selecting sounds in response to a stimulus, for example, a high, quiet sound to represent a mouse;
- D selecting and using sounds to express mood and atmosphere, for example, sad/happy scary/excited sounds;
- E drawing pictures and patterns to represent the sounds and effects they create.
- F using technology to support and record compositional work

Performing (singing and playing simple instruments)

Pupils should have the opportunities to:

- A join in singing a variety of simple songs, for example, action songs, counting songs and material relating to class topics;
- B play simple tuned and untuned instruments on their own and to accompany singing, for example, to create simple sound effects;
- C read musical notation through recorder playing (P4);
- D develop manipulative control in playing simple untuned and tuned instruments;

Listening and Responding (to their own and other's music making)

Pupils should have opportunities to:

- A develop awareness of simple features in songs and accompaniments which they sing and play;
- B use appropriate actions, movement or gestures in response to songs and a variety of short pieces of music;
- C talk about the sounds they make in the classroom and those they hear in the wider environment;
- D recognise and classify sounds, for example, metal/wooden sounds and sounds made by tapping/scraping/shaking;
- E think and talk about the features and effects of the music they create, perform and listen to.

Objectives for Key Stage 2

Children in Key Stage 2 shall build on the musical experiences and skills developed in Key Stage 1 and will have opportunities to:

1. explore an extended range of sounds in order to create their own music and investigate ways of preserving what they have created;
2. sing and play accompaniments to different types of songs and develop skills in playing a wider range of instruments;
3. extend musical notation and expertise in recorder playing;
4. make choices and provide reasons for their preferences during music-making activities;
5. listen to different kinds of music and describe and discuss what they hear happening in relation to the atmosphere and effects achieved;
6. respond imaginatively and in other ways which are appropriate to the style and mood of the music;
7. develop an understanding of the elements in music in relation to:
 - increasing/decreasing levels of sound (dynamics),
 - variations in speed (getting faster/slower) (tempo/pace),
 - patterns of longer and shorter sounds (rhythm/pulse) (duration),
 - patterns of higher and lower sounds (melodic shape),
 - qualities of sounds they make and hear (timbre),
 - combinations of sounds, for example, melody and accompaniment (texture),
 - repetition and contrast (structure);
8. develop an increasing ability to combine and use the elements of music to express their own ideas and feelings and to create mood and atmosphere;

9. develop an awareness of the individual sound characteristics of common musical instruments and how composers and performers use them to create effects and atmosphere.

Making and responding to music shall be carried out within the context of the following composing, performing, and listening activities:

Composing (improvising and composing short pieces of music)

Pupils should have opportunities to work creatively with sound by:

- A creating stories and pictures told through sound, for example, a journey on the train, a walk in the gardens;
- B exploring rhythm and pitch to create short musical patterns and accompaniments;
- C creating musical 'conversations' using instruments and/or voices, for example, question and answer and normal/sad/happy conversations;
- D using new musical technology, for example, to find new sounds;
- E investigating ways of preserving what they have created, for example, by creating graphic scores.

Performing (singing and using instruments)

Pupils should have opportunities to:

- A sing a variety of songs, for example, songs relating to work in other areas and songs from different countries and cultures;
- B sing simple rounds;
- C play simple accompaniments to songs;
- D develop performing skills on a wider range of instruments;
- E play from memory, by ear and from notations;
- F develop skills of music reading and recorder playing;

Listening and Responding (to their own and others' music making)

Pupils should have opportunities to:

- A discuss and make suggestions about the music they have created and performed, for example, in terms of the use of instruments and effects created;
- B respond imaginatively to a wider range of music in a variety of styles;
- C talk about the sound characteristics of some common instruments and the kinds of music they play;
- D talk about the elements of music and how they are used in music from different styles and cultures.

The role of the music co-ordinator

The music coordinator will advise and encourage class teachers. The school will also welcome support from the EA advisors and Belfast School of Music staff.

Methodology

Teachers will use a number of different organisational strategies varying according to the specific musical activity - whole class, group, pairs and individual activities will be used as and when appropriate.

Differentiation

The varying needs and abilities of pupils will be catered for as far as possible. Teaching of children with special educational needs is consistent with the current whole school special needs policy. Teachers are fully aware that some children may need constant positive reinforcements, simplified task breakdowns, adapted resource materials, simplified communications and consideration for their individual attention span. Musically gifted children will be encouraged to seek further tuition and or/participation in group music-making at Belfast School of Music, for example, attending Saturday club for P3 and P4 or Junior Music Club for P5-Form 1. These children will be encouraged to extend their abilities and will be given opportunities to lead group activities and to perform individually where appropriate.

Place of Subject in the Curriculum

1. Developing links with other areas of the curriculum

Music will contribute to the whole school curriculum where it naturally links with other subjects. Opportunities for developing musical activities through other subject topics will be pursued at both key stages. In addition teachers are encouraged to identify opportunities in musical activities for reinforcing the content of other subjects. Skills and attitudes developed through music can be beneficial to pupils across and beyond the wider school curriculum, for example, fine motor skills, perceptual skills, memory, aural discrimination, creativity, interpersonal skills, cultural awareness, independence, self-discipline, dedication, concentration, self-confidence and ability to deal with symbolic representation.

2. Educational Themes

The programme of study for music provides many opportunities for development of the Educational Themes, particularly International work, music that makes us feel calm, happy etc linked to our Mental Health and Well Being initiatives in school and Cultural Heritage. It does so by requiring pupils to work collaboratively and to share ideas and resources when making and responding to music. Pupils are also required to listen and respond to music in a variety of styles, for example, Asian music and shared and distinct musical traditions in Northern Ireland.

3. Relationships in the Wider Community

Throughout the year the school benefits from visits and workshops from outside experts. Ulster Orchestra workshops allow the pupils to listen to and learn about a variety of instruments of the orchestra. Strong links have been made with the Ulster Orchestra, NI Opera and the local community.

The choir sings annually at out of school events. Pupils may also become involved in the BSM music mornings, Saturday groups and bands.

Continuity and Progress

Within music there will be planned continuity and progression from year to year. We seek to provide activities, which will continually develop pupils' composing, performing and listening skills, increasing awareness of timbre, dynamics, tempo, structure, duration and pitch. Through informal and formal observations teachers are aware of the progress that children are making in this subject.

Assessment, Record Keeping and Reporting

Pupil's progress will be observed and recorded as part of the overall development profile of each pupil. Parents can be informed through informal communication as well as formally at Parent/Teacher interviews and on written school reports.

Homework

Pupils receiving recorder lessons or woodwind tuition in school will be required to do short periods of practice at home.

Policy Review

The overall music programme for the school will be kept under constant review. Its effectiveness in delivering all aspects of the Programme of Study for Music will be evaluated at staff meetings, both informal and formal.