

CURRICULUM POLICY FOR MUSIC

Imagine an exciting variety of musical, cultural and dramatic opportunities every day. Imagine a School whose pupils will benefit from specialist teachers in music and drama, who will give pupils opportunities to enjoy an exciting variety of musical, dramatic and cultural activities. Where pupils have the opportunity of taking instrumental or singing lessons with the Magdalen Court's team of visiting instrumental teachers, and join musical ensembles and choirs. Regular programmes of dramatic productions and concerts are scheduled throughout the year.

GENERAL

- This policy provides a framework for Music at Magdalen Court. It will help inform parents and will be the basis of continuous planning and development in this area of the curriculum.
- The role of music at Magdalen Court will be to inspire pupils to express themselves through the medium of music and to support the development of Performing Arts throughout the school.
- The aesthetic nature of the subject allows the pupils to express personal opinions. However, pupils are encouraged to form an objective assessment of their work and to interact, respond to and respect the opinions and commitment of others in the group. Outside adjudication from festivals will give pupils a further objective assessment of their performances.
- It will also be sought through music to enhance work done in the classroom by the provision of a range of extra-curricular activities which will further extend the skills and experience of pupils and support the work of Magdalen Court in the wider community.

AIMS

- To foster the pupils' sensitivity to music and their understanding and enjoyment of it through active involvement.
- To extend and deepen the pupils' responses through enjoyable first hand experiences and to provide a means of personal expression, inspire increasingly confident and sensitive participation and to develop musical and performance skills.
- To support the pupils' personal and social development through creating and performing music with others and for others.
- To encourage pupils to raise personal levels of achievement.
- To promote pupils' cultural development through involvement in a wide range of music with others and for others.
- To promote pupils' cultural development through involvement in a wide range of music from different historical periods, styles and cultures which provide aesthetic stimulation.
- To develop listening, aural, memory, co-ordination, vocal and instrumental skills.
- To employ teaching methods and resources so that all pupils, irrespective of their origin, gender or academic ability, have equal access to music and to experience success and enjoyment in their musical work.
- To allow pupils to develop informed opinions about music and to be able to support them by reasonable arguments using musical language.
- To strengthen self-discipline.

SCHOOL POLICY AND THE NATIONAL CURRICULUM

Music is a foundation subject within the National Curriculum and the aims of teaching Music are consistent with our school's philosophy. Pupils at Magdalen Court School follow the National Curriculum for Music and work at levels appropriate to their ability. Emphasis is placed on performance and the development of vocal technique and choral singing.

Music Curriculum Planning

Our school uses the national scheme of work for Music as the basis for its curriculum planning. We have adapted the national scheme so that the topics that the pupils study in Music build upon prior learning. While there are opportunities for pupils of all abilities to develop their skills and knowledge in each teaching unit, the planned progression built into the scheme of work means that the pupils are increasingly challenged as they move through the school.

We carry out the curriculum planning in Music in two phases (long-term and short-term). The long-term plan maps the Music topics studied in each term during the key stage and gives details of each unit of work for each term. The Music coordinator works this out.

The Music teacher creates his/her own short-term plan for weekly Music lessons. The Music teacher keeps these individual plans.

Our Music planning is geared to three aspects of progress:

- increasing breadth and range of musical experiences;
- increasing challenge and difficulty in musical activities;
- increasing confidence, sensitivity and creativity in the pupil's Music making.

The current organisation for music is as follows. Each class is allocated Music time per week giving access to instruments and space. Singing is across the school with songs and choruses appropriate to the age group are taught to link with cross-curricular themes, the scheme of work, assemblies, concerts and school productions.

Learning in Music will be essentially mostly practical hands on activities using the Music resources available for teachers and pupils. This will be enhanced by the use of CDs and where possible, live Music.

Additional Music Teaching

Private music lessons are provided by visiting peripatetic teachers. The music lesson fees are paid by the parents on a termly basis. These lessons are taught to individuals or small groups, either before or after school, during break times or by arrangement with the class teacher. This is in addition to the normal Music teaching of the school. Instruments to be learnt include recorder, piano, guitar, drums and a range of string, brass and woodwind instruments.

TEACHING STRATEGIES

- Teacher instruction and practical demonstration
- Performance – class group, smaller groups, individually
- Performance – public concerts, festivals, competitions
- Worksheets, listening, class discussion

Early Years Foundation Stage (EYFS)

Our curriculum for the EYFS reflects the areas of learning identified in the Early Learning Goals. Our pupil's learning experiences enable them to develop competency and skill across all the learning areas. The Early Years Goals are organised into seven areas and provide the basis for planning throughout the EYFS, so layering secure foundations for future learning.

We relate the musical aspects of the pupil's work to the objectives set out in the EYFS Learning Goals which underpin the curriculum planning for pupils aged three to five. Music contributes to a pupil's personal and social development. Counting songs foster a pupil's mathematical ability and songs from different cultures increase a pupil's knowledge and understanding of the world.

To appreciate the approach in EYFS please observe the pupils in this area of the school and consult The EYFS Policy, the "*Statutory Framework for the Early Years Foundation Stage*" DCFS 2012, and "*Development Matters in the Early Years Foundation Stage*" British Association for Early Childhood Education 2012

Music within Junior School

Performing skills

Children will be taught to sing a wide ranging variety of songs and to use their voices expressively. They should have the opportunity to play tuned and un-tuned instruments with increasing control and should rehearse and perform with others, with an awareness of audience.

Composing skills

Children will create Musical patterns and will be shown how to explore, select and organise Musical ideas, recording these in a variety of ways, (e.g.: pictorial score, by means of a digital recorder, tape recorder or video or using notation).

Appraising skills

Children will be given the opportunity to explore and explain their own ideas and feelings about Music, using music, dance, expressive language and Musical vocabulary. They will analyse and compare sounds and will become confident at suggesting improvements for their own work and that of others.

Listening and applying knowledge and understanding

Children should be able to listen with concentration and to internalise and recall sounds with increasing aural memory. They will develop a growing awareness of the eight Musical elements : pitch, duration, pace, dynamics, texture, timbre, form, silence. They will learn that time and place can influence the way Music is created, performed and heard, that Music is produced in different ways and is described through invented and standard notations.

Music within the Senior School

Music is taught as part of the core curriculum to all pupils in Years 7-9. The lessons enable pupils to gain experience in the fundamental activities of performing, composing and listening, to develop their musical literacy, to develop an understanding of the works of the great composers, to learn to identify the hallmarks of musical styles over the last 800 years (from Baroque to Blues!), and to nurture an appreciation of the musical traditions of other cultures.

Year 7

By the end of Year 7, pupils will have learnt how to:

Practical – perform a well-known melody (with accompaniment or other resources, depending on the pupil's existing musical skills and aptitude), demonstrating knowledge of standard, western musical notation; pupils also have opportunities to sing in ensemble; Compositional – describe how musical textures, instruments and devices can be used to depict a variety of characters, moods, landscapes and objects;

Analytical – through independent research, develop a project on the instruments of the orchestra.

Year 8

By the end of Year 8, pupils will have learnt how to:

Practical – perform a well-known melody (more demanding than that of Year 7), making appropriate use of the technology available on the electronic keyboard synthesisers, whilst also developing their reading of musical notation;

Compositional – use different musical textures, instruments and devices to depict a variety of characters, moods, landscapes and objects in a composition;

Analytical – through independent research, develop a project on the ancient, medieval, renaissance baroque, classical, romantic or modern eras of music history, providing a detailed bibliography.

Year 9

By the end of Year 9, pupils will have learnt how to:

Practical – perform a well-known melody and accompaniment, using both left and right hands, demonstrating the resources of the keyboard, making good use of the technology learnt in Year 8;

Compositional – work with others to create a Blues improvisation and composition;

Analytical – through independent research, develop a project on a style of music.

Years 10 & 11

In Year 10, pupils may opt to take GCSE Music. Pupils embarking on this course will have obtained at least grade 4 at Associated Board level or equivalent in their first instrument (a second instrument being optional but an asset) and at least grade 3 in theory at Associated Board level. Pupils must commit to furthering their practical and theoretical skills during the course. Lessons are available in most instruments, including orchestral, jazz and rock instruments. Singing lessons are also available. Pupils may, in addition, opt to have tuition in music theory.

Course Details - (Components 1 and 2 are examined at the end of the course)

Component 1: Unprepared Listening (1-hour examination) (24%)

Component 1 tests candidates on their understanding and perception of music from a wide range of styles and traditions through questions relating to the rudiments, melody and rhythm, harmony (including recognition of chords, keys and cadences), ensembles, instruments and instrumental effects, structure, compositional devices, texture, style, and genre. Candidates will also be expected to follow a complete or skeleton score. The main focus of these tests will be on the Baroque, Classical, Romantic and Modern eras of music, and music from the Latin American, African, Chinese, Indian or the Far Eastern traditions.

Component 2: Prepared Listening (40 minutes' examination) (16%)

Component 2 tests candidates' knowledge and understanding of a 'prescribed focus' in world music and a standard orchestral work. Presently, the 'prescribed focus' is Japanese music and the set work consists of movements from Beethoven's Sixth Symphony.

Component 3: Performing (30%)

Candidates must offer both solo performance (with accompaniment if required) and ensemble performance (which must include 3 or more live performers). The total performance time should not normally exceed 10 minutes and should not be fewer than 4 minutes. The performances will be recorded in the March of Year 11, assessed internally and then moderated by the examination board.

Component 4: Composing [30%]

Candidates must prepare two contrasting compositions during the course, which must be recorded and sent to the examiners for moderation. Each composition has to be notated.

Pupils will compose in a different genre in each of the first four terms and will then spend the fifth term improving two of these assignments.

Coursework Details

The performing and composing components are examined entirely by coursework, which is marked internally but moderated by the examination board, and must be completed before the end of the second term in Year 11.

The Contribution of Music to Teaching in Other Curriculum Areas

English

Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Pupils develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of Music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, pupils develop their ability to communicate ideas effectively.

Mathematics

Music contributes to the teaching of Mathematics in that pupils who study the structure of Music are observing patterns and processes. Talent in Music is often linked with talent in Mathematics, as the rhythm and structure of Music is Mathematically based.

Information and Communication Technology (ICT)

ICT is used in Music where appropriate. Pupils use computer programmes to compose Music. They also use ICT in music to enhance their research skills through the Internet and CD ROMs. They listen to Music on the Internet and they also record their own compositions.

Personal, Social, Health and Economic Education (PSHEE) and Citizenship

Music contributes significantly to the teaching of PSHEE. Through the common goal of making music, pupils learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, Moral, Social and Cultural Development

Listening, creating or performing Music can sometimes be a moving and even spiritual experience. We encourage pupils to reflect on the important effect that Music has on people's moods, senses and quality of life. Pupils at Magdalen Court School have the opportunity to encounter Music from many cultures and, through their growing knowledge and understanding of the Music; they develop more positive attitudes towards other cultures and societies.

Teaching Music to Pupils with Special Educational Needs

At our school we teach Music to all pupils, whatever their ability. Music forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Through our Music teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each pupil's different needs.

When progress falls significantly outside the expected range, the pupil may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs. Where a child requires an Individual Education Plan (IEP); this IEP may include, as appropriate, specific targets relating to Music.

We enable pupils to have access to the full range of activities involved in learning Music. Where pupils are to participate in activities outside the classroom, for example, singing at a retirement home, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

REPORTING AND ASSESSMENT

- Continuous assessment is made within the classroom with emphasis on attainment in various practical tasks and contributions. It is mainly the result of teacher observation which is recorded and pupils' self appraisal. Group activities are assessed on the following criteria: ability to communicate, to work as a team, to problem solve and to produce a performance which is musical and well-structured.
- Credits are given to pupils for excellent and accurate presentation and effort in both practical and written work.
- Talented pupils will be given as many opportunities as possible to raise their standards and increase their musical standards even further.
- On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of the autumn and summer terms, the Music teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment and makes comment on the pupil's report which issued bi-annually. We use this as the basis for assessing the progress of the pupil. Digital recordings may also be used to assess work done.
- Parents who wish to discuss any matters relating to their child's progress can meet with music staff, Theatre Arts Co-ordinator or the Principal.

ASSESSMENT OBJECTIVES

- To demonstrate technical control and musical expression in performance and to show an understanding of the requirements of ensemble work when performing in a group.
- To identify characteristics of music from different styles and traditions
- To express views and make critical judgements about music in musical language
- To provide appraisal skills enabling pupils to make constructive observations about their own and other pupils' performance.

Cross Curricular and Extra Curricular Activities

- To work in conjunction with other areas of the curriculum such as history, drama, languages, science, numeracy, literacy and RE.
- A range of extra-curricular activities held at lunchtime and after school, details of which will be communicated to parents and pupils at the start of each term.

Grouping of Pupils by Ability

Pupils are taught in the classroom groups for one lesson a week. Junior and Senior Choirs are open to all pupils, and Chamber Choir is by invitation. Auditions are held for school shows and solo parts.

Provision for Cultural and Social Development

A variety of western music is incorporated in key stages 2 and 3 to make pupils aware of their own culture. Our chamber choir visits care homes at Christmas and also performs at The University Hospital. Senior groups perform at a Memorial Day service and key stage 2 pupils perform their Christmas Play for residents of a local care home.

School Productions, Concerts and Events

Great emphasis is placed on the Performing Arts at Magdalen Court. Many opportunities for performing occur throughout the year, and these are always well supported by pupils, parents and staff. All pupils (in class groups), pupils and choirs sing at the annual Prize Giving Evening and Carol Service. Magdalen Court runs an orchestra, string group, singing group, percussion group, rock bands and many other ensembles, all of which regularly perform in school concerts. "Showcases" are held throughout the year, where family and friends are invited to see pupils and students perform. The annual school show involves almost all pupils and is a highlight of the school year. The senior choir has a busy schedule of concerts both at school and further afield. They have won first place at the Leamington Festival for several years in a row, as have the Junior Choirs. Instrumentalists are given a chance to perform at showcases, and pianists are given opportunities to accompany some of the younger singers.

Learning Needs

Magdalen Court has a policy catering for pupils with learning needs, both those who need additional support to reach the required standard and those who have been identified as gifted.

Resources and Staffing

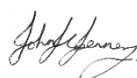
Pupils are expected to maintain effective use, care and storage of instruments and audio equipment. Specialist singing, guitar and piano tuition is available, and pupils are able to have weekly lessons.

Monitoring and review

The monitoring of the standards of pupil's work and of the quality of teaching in Music is the responsibility of the Music coordinator. The work of the Music coordinator also involves supporting colleagues in the teaching of Music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Music coordinator gives the Headmaster an annual summary report in which they evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement.

Date: August 2016

Signed:



Principle