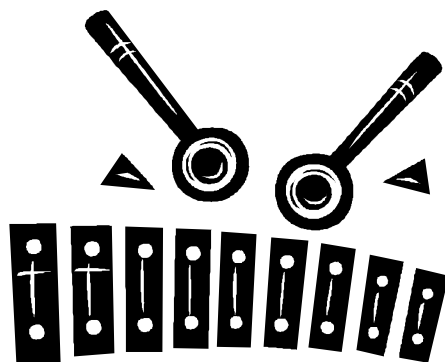


Bell's Brae Primary School

Music Policy

March 2008



Introduction

The main aim of music at Bell's Brae is to provide a creative and enjoyable environment in which a child can learn and develop.

The main aims of the music department are:-

- To ensure that all children have the opportunity to create, perform and respond to music
- To develop the necessary skills and concepts while engaged in musical activity
- To introduce every child to a wide range of musical styles
- To enhance the self esteem of every child through performance
- To offer an enjoyable and fun way of learning
- To encourage pupils of all abilities to realise their musical potential
- To offer a range of extracurricular activities



These aims are designed to enhance the cognitive, personal and social development of every child as well as providing an enjoyable and enriching learning experience.

Curriculum

The curriculum is divided into three parts:

Performing

Inventing

Listening

The curriculum is weighted in favour of performing as this is the most enjoyable part and a large number of the musical concepts can be taught and learned more effectively through this medium. The purposes of the curriculum are:

Breadth: to provide for all abilities

Depth: to provide meaningful understanding in all areas of music

Balance: to ensure appropriate time is given to each musical area

Continuity: to build on learning experiences

Progression: to achieve challenging but attainable goals

Extra Curricular Activities

The following extra curricular activities are currently ongoing in Bell's Brae Primary:

- Choir
- Orchestra
- Samba Band
- Fiddle Group

Peripatetic Staff

It is important to recognise the extremely valuable contribution to the department made by the visiting peripatetic staff. Bell's Brae currently has visiting specialists in:

- Woodwind
- Traditional Fiddle
- Violin
- Cello
- Piano
- Brass

In the autumn term each year, every child in P5 has the opportunity to audition for lessons on a particular instrument. Any child receiving instrumental tuition at school is required to participate in extra curricular activities if asked to do so. Each child may only receive tuition in one instrument at school. If a pupil is not making progress, or does not show aptitude in playing a certain instrument, then the instructor may terminate lessons.



Lessons

Each class, from P1 to P7, receives two music lessons per week.

Kodaly Method

A great deal of time is spent using the Kodaly method to introduce and develop each child's sense of pitch, tempo, pulse/beat, rhythm and understanding of dynamics. The Kodaly system comprises singing and rhythmic games which enhance child development in many areas. This method includes the introduction of both rhythmic and melodic notation as well as musical skills such as preparation and anticipation.

Topics

Topics covered during P1-P7 are as follows:

P1

Myself The Seasons Water Cold

P2

People Who Help Us Houses/Homes Growth

P3

Light/Dark Lerwick Minibeasts

P4

Fishing Vikings African/Native American Indian music

P5

UK/Rivers Recycling/Conservation Exploration
Families of the Orchestra

P6

Victorians Music Around the World
Classroom Instruments

P7

World War II Classroom Instruments Rock & Pop
music

Performance

During P1-P3, children are gradually introduced to a wide range of unpitched percussion.

In the middle stages, pupils use tuned percussion, recorder and a widening range of world percussion.

In P6-7, drum kit, acoustic and bass guitar are introduced. Singing for all year groups is an ongoing part of the music curriculum.

All P4-P7 classes play in large and small groups as well as having the opportunity to play solo too.

Inventing

A variety of different approaches to inventing are used throughout each stage. During the early years, sound stories are used which provide the child with the opportunity to select instruments for effect. Graphic scores and picture trails are also used.

In the middle stages, children invent music using their knowledge of Kodaly. NYCOS books are used and children record their inventions using traditional notation. Graphic scores and sound stories/trails are also completed, and by P5 they begin to compose rhythmic pieces using a wider range of unpitched percussion.

In the upper stages, pupils explore more complex rhythms using mnemonics and number grids. A wide range of instruments are used including African and Caribbean drums, and the school's samba kit. Different structures are explored through inventing melodies using major, minor and pentatonic scales.

Listening

Listening is integral to the topics listed above. Additional pieces are covered during responding to music and to illustrate certain instruments/groups/styles.

Assessment

Over the seven years each child will be continually assessed on their ability to:

- Move to a beat
- Play a steady beat on an instrument
- Understand musical concepts
- Clap back a simple rhythm
- Differentiate between rhythm and pulse/beat
- Sing individually at pitch
- Sing as part of a group in two parts

Children are also asked to self-assess using the traffic light system (green if they played well, amber if they had minor difficulties and red if the work was too difficult.)

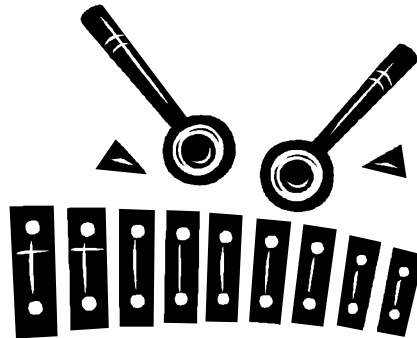
Additional Information

All work is differentiated, as appropriate, to cater for both those children who have prior musical experience or skill and for children with additional support needs.

Teaching Approaches

During the course of each child's time at Bell's Brae, there are opportunities for:

- Individual work
- Small group work
- Class group work
- Teacher directed activities
- Pupil directed activities
- Self-assessment
- Workshops and concerts out with school



Liaison

Teaching staff

Liaison is achieved through staff meetings, and informally during and outwith school hours.

Peripatetic Staff

Liaison with peripatetic staff is ongoing as and when needed throughout the year.