

Music Curriculum Statement

Intent

Music at Samuel Cody should be an enjoyable, participatory activity that supports development of social as well as musical skills. Pupils are given the opportunity to develop their own musical skills, tastes and aspirations and all pupils leaving the school should have experienced Music in such a way that they can pursue it in an active, informed and positive manner.

The Music curriculum has been planned:

- To provide an outlet for creative and practical talent and to teach those skills necessary to allow such talent to develop at a pace suited to the individual.
- To develop in pupils an informed affection for a wide variety of music.
- To develop pupils' self-confidence, self-discipline and co-operation with others through group composition and ensemble and solo performance.
- To develop pupils' ability to evaluate their own progress, strengths and weaknesses.
- To indicate to pupils the value of music in the world at large and its differing role and significance in a wide variety of cultures.

It should be recognised that pupils probably bring a wider range of abilities and experiences to this subject area than any other. All work will, therefore, be flexible enough to cope with a very wide range of pupil needs and easily adapted to individual pupils. It will also be structured to allow equal access and participation for all pupils.

Implementation

Pupils are encouraged to listen, compose and to perform in the widest variety of styles which not only take account of their own preferences but also encourage them to broaden their horizons.

Aural ability and appraising includes listening attentively to a wide range of live and recorded music. Pupils are encouraged to respond to music through discussion, movement or other appropriate means.

Improvising and composing activities should cover a wide range of idioms and skills. Pupils are made aware of the processes of composing by regular evaluation of their progress, by themselves and by their teacher.

Performance work includes group and individual activities and covers improvised, pre-composed and notated music. It allows the development of self-confidence and takes place in an atmosphere where the least able can be as satisfied with his/her progress as the most able. Pupils should be encouraged to develop skills using a wide range of instruments and their voices.

Impact

The impact of Music at Samuel Cody will be evident through:

- Pupils' musical understanding, underpinned by improving levels of aural perception, internalisation and knowledge of music and developing levels of technical expertise and performing proficiency

- Pupils' awareness and appreciation of different musical traditions and genres and their ability to make links with other curriculum areas (eg: RE, Geography)
- Pupils' increasing self-confidence to make noise, to experiment with sound, and confidence to express and explore their views.
- Pupils' increasing self-discipline and concentration
- Pupils' ability to work co-operatively with others
- Pupils' tolerance of the ideas and opinions of others that they might not share and pupils' ability to acknowledge and value the work and effort of others, whatever their ability and standard of work

Additionally, the Music curriculum supports literacy through the use of subject-specific vocabulary and through opportunities to comment upon music (heard and played) through discussion and, in preparation for examinations, the written word. It supports numeracy by drawing on mathematical ideas such as aspects of structure and form, patterns and rhythm. Musical experiences help pupils to understand and apply concepts related to number, such as motifs, patterns, repetition, variation, counting, rhythm and phrasing.