



without music...  
LIFE  
would be a mistake  
- FRIEDRICH NIETZSCHE

**Music**

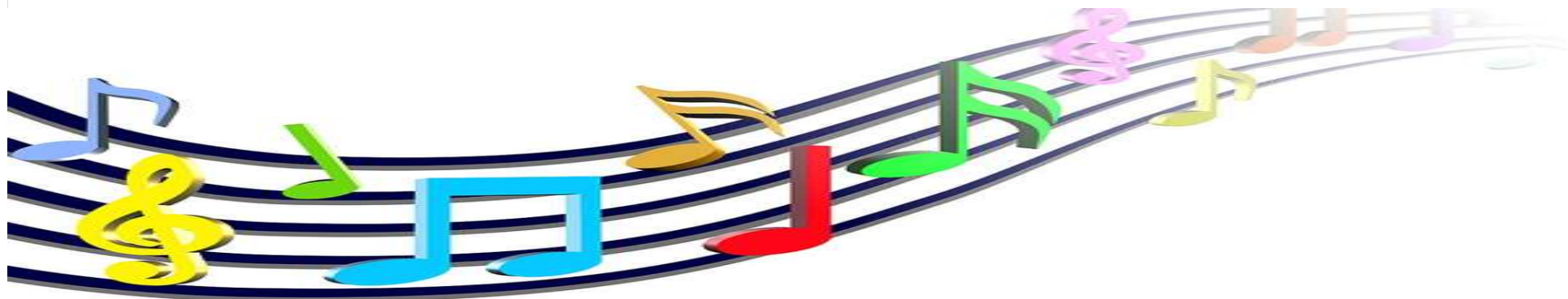
Program, Band, Teaching, Ensemble, Association, Rehearsal, Performance, Presentations, Small Curriculum, Marching, Conducting, On-line, Lessons, Practising, Using, Creating, Incorporating Strategies, Presentations, Instrumental, Student, delusional, adjudicator, Traditional, Best, Fundamentals, Design, Students, school, presentation, Procedures, Matching, Visual, Band, Teaching, Rehearsal, Association, Performance, Presentations, Building school Bands 21st combined page

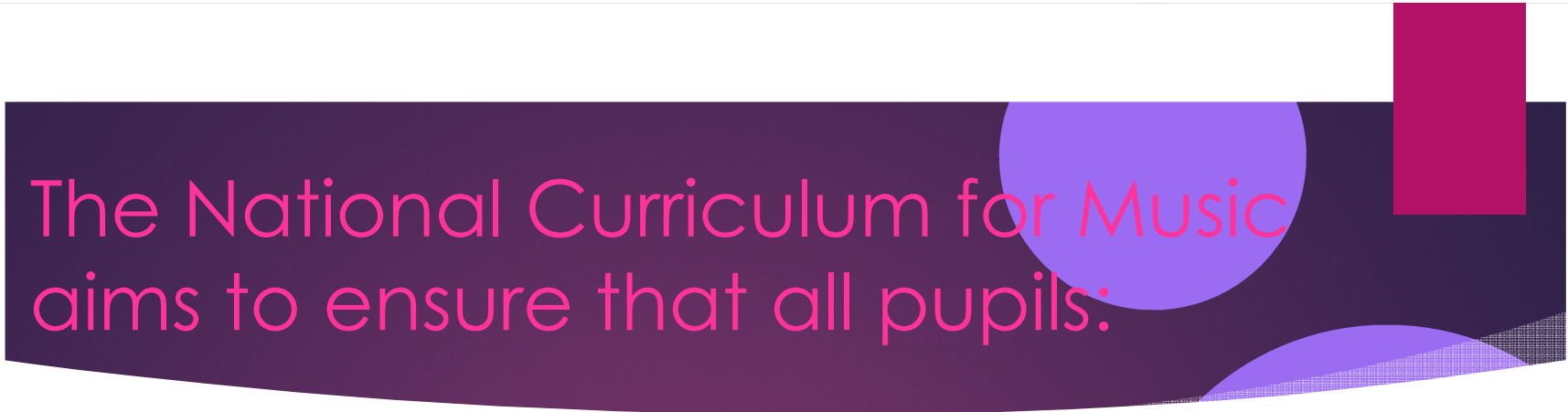
# Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity.

A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.





## The National Curriculum for Music aims to ensure that all pupils:

- ▶ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- ▶ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- ▶ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

# Music and The Interrelated Dimensions

Children will:

Play musical games

Sing

Play instruments

Listen and Appraise

Improvise

Compose

Perform

They will use the interrelated dimensions of music

- ▶ Pulse (duration) - steady beat
- ▶ Rhythm (duration) - long and short sounds over a steady beat
- ▶ Pitch - high and low sounds
- ▶ Tempo - fast and slow
- ▶ Dynamics - loud and quiet
- ▶ Timbre - the character of a sound
- ▶ Texture - layers of sound, how thick or thin music is
- ▶ Structure - how the sections of a song or piece of music are ordered

# MUSIC in St Bernadette's

Curriculum 2014 implemented as reported to Governors last time.

Assessment transferred to Classroom Monitor to track and be in line with all other subjects in School.

- ▶ Charanga Musical School (<http://charanga.com/>)
- ▶ **Music Express:** To challenge children and drive up standards within the curriculum.
  
- ▶ Masses, Sacramental Programmes and Acts of Worship
- ▶ Christmas Concerts and Performances throughout the School (Carols / Plays / Instrumental Performances)
- ▶ End of Year Music Concerts for Parents
- ▶ Year 6 End of Year Production (Links with the Hippodrome)
- ▶ **Enrichment Choice:** Response to Pupil Voice.
- ▶ **After School Singing Club:** Response to Pupil Voice
  
- ▶ S4E Music - Birmingham Services for Education (WCIT / Electives / Ensembles and Orchestras – more invitations, greater uptake and more children achieving grades / Music Medals)
- ▶ Peripatetic Music Teachers (S4E Music / Mr Gould) (greater uptake and more children achieving grades)
- ▶ Community Engagement – e.g. Carols for The Library, Supermarkets, The Birmingham Markets and Old People's Homes.
- ▶ **Keyboard and Piano Lessons (J. Naylor)** Response to Pupil and Parents' requests.
- ▶ **School Choir (J. Naylor + A Carroll)**

# What next?

- ▶ Maintaining and improving standards
- ▶ Changes to the School Timetable and Curriculum to be implemented and monitored
- ▶ Review of use of Music Services and Value for Money
- ▶ Improved uptake of current and new opportunities
- ▶ Links with other Schools
- ▶ Writing a School Song or Carol
- ▶ Singing Lessons for Techniques to support Performances.
  
- ▶ Appointing a Music Subject Leader



# Questions

