

LANGLEY SCHOOL

MUSIC POLICY

“There is music in every child, it’s the teachers job to find it” – Frances Clark

Music has an important role to play in the life of Langley School. It has the ability to be used as a communicative language that can far outreach any barriers of age, race or ability – a truly universal language that is a worthwhile means of reaching understanding where other areas may fail. Brian Brocklehurst (Response to Music – Routledge & Kegan Paul Ltd 1971) identifies music as being one of the aesthetic experiences that is a fundamental human need, being able to clarify and enrich emotional life. This is relevant for our children at Langley, as it shows music to be one area in which they are able to respond and relate according to their own personal experience and need. Music can be a powerful source of expression – arousing emotions and memories, building trust, confidence and self-esteem, as well as engaging three of the five senses concurrently (hearing, sight and touch). All of these elements are of particular relevance when related to the diverse nature of moderate learning difficulties and autism.

The less formal nature of music can provide important developments in the area of social skills, through co-operation in group sessions (e.g. turn taking), whilst maintaining a feeling of the child’s own value within group work. Music should have a strongly practical emphasis, again important for our children at Langley in allowing them to express themselves without the restrictions of formal written recording. This practical emphasis can similarly assist the development of gross and fine motor control relevant to many of our children.

Most of all, music must be an enjoyable experience, being accessible to all, involving all, and creating opportunities for success to be experienced by all.

Langley school offers various opportunities for music and singing across Foundation, key stage 1 and key stage 2 hoping to: foster a sense of appreciation of music through active participation, provide opportunities for confidence

As such our aims are:

1. To foster a sense of appreciation of all aspects of music through active participation.
2. To provide the opportunities for work within a variety of social settings, thus building confidence and providing opportunity for social development.
3. To introduce children to as wide a variety of stimuli and resources as possible, in order to provide a balanced musical experience.
4. To provide opportunity for free expression and creativity where appropriate.
5. To embrace musical styles of a variety of cultures and times.
6. To provide opportunity for involvement in live music wherever possible, to promote music as a real, non-abstract area of experience.

In order to achieve these aims, we will endeavour to develop the following in our music provision at Langley.

Free Expression: In order for children to understand their musical environment and become familiar with it, there is an important need for an element of play, experimentation and exploration to be included in the music curriculum.

Song singing: The encouragement of singing as a natural phenomenon that can involve all in its participation. Singing is a valuable means of developing children's wider musical experience – memory/recall, rhythm, pitch and other musical elements.

Listening: For our pupils, it is important that listening is undertaken not merely as an abstract entity, but as something that can be linked to the reality of instruments and sounds. Listening is important for our children as it can develop the skills of internalising sounds, memory, language and concentration,

This can be achieved through:

- Exploring the natural, environmental sounds of our own experience.
- Using music based on a theme (e.g. water, weather etc).
- Responding to music – verbalising ideas and experiences – using music and dance.
- Developing a musical language, combining the children's own language with the introduction of simple "proper" musical language.
- Comparing music and sounds heard.
- Creating a balance between recorded and live music.
- Composing music.

Langley School Musical Opportunities

- Sing – a – long – the children come together in the hall to join in with singing and actions accompanied by the piano.
- Hymn practice – children listen to and learn traditional hymns accompanied by the piano.
- Singing club – a lunch time club where the children get to sing their heart out!
- Drum club – a lunchtime club based on a 'drum circle' type session where the children use djembe drums and other small drums to play, explore sounds, play in a group and express themselves.
- Music club – a lunch time club
- Drum kit lessons – a select few children get drum kit lessons during a lunchtime
- Class timetabled music lessons

• **"Music expresses that which cannot be said and on which it is impossible to be silent."**

— William Shakespeare

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