

Sperrinview Special School

Music and Drama Policy

Rationale

The active involvement of pupils in Music and Drama will provide stimulation, learning and enjoyment; pupils should then be able to relate in a meaningful way to the world of sound, movement, gesture and language and the way in which it can become an expressive tool. This should enable the children to explore alternative means of communication which should then transfer into the wider community and adult life and enhance the possibility for enriched leisure pursuits.

Aims

By engaging in musical and dramatic activity, pupils should develop a range of concepts, attitudes and skills, which constitute musical and dramatic thought and behaviour.

Within music our aim, therefore, is to develop:

Listening Skills:

- concentrated listening
- aural discrimination and memory
- display and communicate preferred tastes
- appreciate a wide variety of styles
- use musical language

Performing Skills:

- cognitive and physical co-ordination
- verbal and non-verbal communication
- self-discipline and memory
- working as a group, turn taking, waiting and taking direction or following instructions
- explore the concept of freedom and being creative

Composing skills:

- imagination/creativity
- explore the concept of improvisation
- working as a group or as an individual to make decisions
- problem solving and thinking skills
- verbal and non-verbal communication and memory

Through music, pupils should also develop social skills, self-motivation, self/peer evaluation and self-confidence.

Within drama our aims are:

- To allow pupils to express their thoughts, ideas and feelings in a safe environment
- To explore voice, movement, gesture and facial expression
- To become more self-confident and self-aware
- To develop their understanding about the world and learning to interact with others in creative ways

This can be achieved through the following:

- Dance/movement
- Mime
- Emotions/feelings
- Gesture
- Thoughts, ideas and feelings
- Acting- learning lines/songs, following stage direction

Organisation and Methodology

Music/drama are taught and reinforced within each of the classes and also in a variety of settings in the wider community.

- In small group lessons (size composition and flexibility to be determined by the class teacher).
- Whole class teaching.

- Whole school activities e.g. choir practice, school show, whole school assembly

Classroom organisation is determined by several factors

- The individual needs of the pupils
- The number of pupils
- The nature of the activity eg band practice, choir practice, music lesson
- The diverse range of resources being used (human and physical e.g. standing frames, wheelchairs, staff input required, classroom instruments etc)
- The need for differentiated material/activities

A multi-disciplinary approach is adopted when the needs of the pupils are such that input from the appropriate therapist is required.

The classroom team consists of a class teacher plus classroom assistants.

The teacher as a manager of the classroom will coordinate this approach.

Developmental milestones are not reached at predictable times; therefore teaching approaches must be flexible.

These include:

- Modelling
- Sharing
- Guiding
- Visual strategies for students with ASD
- Sensory Approaches
- Positive behaviour management
- Practical

Teachers will ensure that all activities have realistic and clearly identified learning outcomes and are related to pupils' abilities and interests.

Roles and Responsibilities

The co-ordinator for this subject is Mr Mark Ferguson. The Principal has overall responsibility for the implementation of the Music and Drama policy.

When planning, teachers will take into account the needs of the pupils, schemes of work, the NI Curriculum and themes agreed prior to the school year. These will be reflected in the Individual Education Plans.

Each teacher presents the Principal with half termly planners. These, along with discussion between co-ordinator and teacher(s), and classroom observations carried out by the coordinator, are used to determine continuity and progression.

Parental Involvement

We recognise the importance of meaningful, regular and positive communication between parents and teachers. Parents are provided with opportunities, formally and informally to discuss their child's progress and to become familiar with and involved in the work of the school.

This happens through:

- Home/School books
- Homework {see homework policy}
- Telephone contact
- Parent/staff meetings
- Attending performances.
- Whole school events- coffee mornings etc

Staff Development

The co-ordinator should ensure that staff are updated on all developments pertaining to Music and Drama through:

- School based Inset
- EA Southern Region based inset
- External courses
- Professional organisations [e.g. NASEN, PAPA, SENSE etc]
- Educational journals [e.g. Special Children etc.]

Also see document "The Role of the Co-ordinator".

Music and Drama Across the Curriculum

The school recognises the importance of the contribution of Music and Drama to the whole curriculum, including the Educational (Cross Curricular) themes. The skills and attitudes developed through Music and Drama can be beneficial to pupils across and beyond the wider school curriculum eg fine motor skills, active listening skills, perceptual awareness, creativity, inter-personal skills, cultural awareness, independence, self discipline, dedication, concentration, self confidence, and the ability to deal with symbolic representation. Teachers are encouraged to identify opportunities for reinforcing the content of other subjects.

We encourage the use of Music and Drama in whole school activities such as assembly, school performances and seasonal events.

External Support

- Parents
- Local Community
- EA Southern Region
- Peripatetic service
- Educational Psychology service
- Teachers' Centre.
- Disability Arts Studio
- Ulster Orchestra

Music Resources

Tuned Instruments

Piano x 2

Keyboard

Drake Music Project Keyboards x 3

Amplifiers x 3

Guitars x 4

Chime bars x 2

Hand Chimes (Full Set)

Untuned Instruments

Rain stick x 2

Ocean Drum

Lolly drum

Triangles

Tambourines (including 2 flashing tambourines)

Football Rattles

Slaps

Finger Cymbals

Bird Whistles

Jingle sticks

Ankle/wrist bells

Table Castanets

Cabassa x 2

Guiro

Shakers

Wind Chimes

Bodhran

Gathering drum

Tabletop drum

Maracas

Drum Kit

Each class has their own Musical Instrument collection. The above list is an inventory of instruments available for loan from the Music Co-ordinator. Items may be borrowed between 8.45 -9.10. There is also a selection of instruments particularly suitable for students with PMLD and for very young students.

Music Books

Count Me In

Listening to Music

Game Songs

Harlequin

Language through Song

Silver Burdett Music

Tinder Box

High Low Dolly Pepper

Act One Sing two

Sunshine and Showers

Songs for the Under Eights

Make Music

Things to Sing

30 songs for the Nursery and Infant school

The Gigantic Star

The Grumpy Sheep

The Bossy Christmas Fairy

Ffinlo

Three Singing Pigs

Someone's Singing Lord.

Monitoring and Evaluation

The Music and Drama policy will be monitored and evaluated on an ongoing basis through consultation with the pupils; staff, parents, and the Board of Governors [see also Assessing, Recording, and Reporting policy].

Evaluation will be based on

- choir practice

- performances within school and in the wider community
- Sperrinmag
- video footage/photographs
- recordings
- classroom observations
- evaluating the school development plan

Review

A sub committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a time-tabled on-going process.

Signed: _____ Date: _____