



## RATIONALE

- Music is a valuable part of our culture, plays an integral and influential role in a child's development, and provides opportunities for communication, extension of knowledge, expression of feelings, relaxation, development of skills and self worth.
- The Music/Performing Arts program should nurture in students an enjoyment and understanding of music and foster the development of personal expression and creativity through the performing arts.

## AIMS

- To provide opportunities for participation in all areas involving music and the performing arts.
- To provide an environment where students develop confidence, personal satisfaction and a positive self-image through their involvement in music and performing arts activities.
- To encourage students to display creativity and express their feelings through music and the performing arts by providing opportunities for observation, enquiry and experimentation.
- To encourage and provide opportunities for children to learn a musical instrument, where possible.
- To develop skills, techniques and safe working practices appropriate for vocal, instrumental and movement activities.
- To develop an understanding of the uses and applications of modern technology, using computers in the Music Room, video, digital cameras, projectors, software, multi-media, games and activities to create, compose, extend knowledge, record and showcase music and performing arts creations and projects.
- To help students acquire musical knowledge through singing, listening, playing, moving, creating and performing.
- To encourage students to use appropriate music language and terminology, when sharing with others their thoughts, observations, feelings and understandings about music and performances.
- To develop an understanding of the following elements of music-duration (beat, rhythm, tempo), pitch (melody, harmony), dynamics (volume, expression), structure (form), texture, tone colour, notation, composition, and improvisation-as appropriate for different Levels.
- To explore the role music and performing arts plays in different social and cultural groups and throughout the ages.
- To open students' minds and broaden their understandings and feelings about all aspects of music and the performing arts.

## GUIDELINES

- The Music/Performing Arts program will cater for the full range and diversity of the school's student population in terms of ability, learning styles, sociocultural backgrounds and gender, within a supportive and encouraging environment.
- The program will be sequential, developing and building on skills and knowledge about music and the performing arts from Level 1 to Level 4.
- Music/Performing Arts classes will be taken by the Specialist Music/Performing Arts teacher in the Music Room (Portable), with additional musical activities being offered by teachers within their own classrooms, as appropriate.
- The Music/Performing Arts teacher should provide links within the program to integrated themes at all Levels, and whole school programs, celebrations and special events, where possible.
- Students should have an opportunity to listen to, and be involved in, live performances by skilled musicians and creative arts performers.
- Students will be shown correct techniques and safe working practices for vocal, instrumental and movement activities.
- Students should be encouraged and given the opportunity to perform musical items before a variety of audiences.
- Student workbooks will be maintained throughout the year, as a record of class work, and to aid assessment of individual progress, knowledge, creative expression and personal responses to various Music/Performing Arts tasks and activities, including reviews, tests, journals and projects.
- Music/Performing Arts tasks and activities will be done individually, in pairs, small groups and as a whole class, as appropriate.
- Integrated topics will be incorporated into the Music/Performing Arts program during term planning for all Levels.
- Students will be encouraged to develop creative and unique solutions to Music/Performing Arts tasks and activities.

- Students will be encouraged to work cooperatively, and appreciate the work of others and their contributions to Music/Performing Arts tasks and activities, as well as conducting self and peer assessments.
- Students will be exposed to a variety of Music/Performing Arts experiences, tasks and activities, in order to develop an understanding of duration (beat, rhythm, tempo), pitch (melody, harmony), dynamics (volume, expression), structure (form), texture, tone colour, notation, composition, and improvisation.
- The Music/Performing Arts teacher will be responsible for the purchase of resources and equipment, and its storage and distribution.
- Administrative support for the maintenance and improvement of the Music/Performing Arts facilities, resources and equipment is appreciated, particularly towards providing computers for the Music Room, to incorporate ICT into the program.

## **IMPLEMENTATION**

- Programs and activities should be based on the VELS documents. Planning will use elements from a combination of the resources below, as appropriate.
  - VELS Performing Arts document
  - A Guide to Music in the Primary School (DoE)
  - Scope and Sequence-Integrated Enquiry Topics
  - ABC Sing/Singalong Program
  - Bushfire Press, Splitter-Davies, and others
  - Upbeat, Kodaly, Orff-Schulwerk Programs
  - Professional Development courses
  - Music Teachers Network resources
- The Music/Performing Arts teacher is responsible for the implementation, monitoring and review of this policy and program.

## **EVALUATION**

- Ongoing monitoring and assessment will be an integral part of the Teaching and Learning program.
- A range of evaluation strategies is outlined in the Teaching and Learning Policy
- This policy will be reviewed as part of the school's three-year review cycle.