



Maharishi School

CONSCIOUSNESS-BASED EDUCATION

Primary Phase Music Policy

2024 – 2025

Start Date: September 2024

Review Date: September 2025

Signed by:

Headteacher

Lisa Edwards

Date Sept 24

Chair of Governors

Ian Birnbaum

Date Sept 24

Intent

“The innermost value of life is deep silence. From it arise the various areas of activity, tiny to tremendous activity. All these areas of life are integrated and perfectly coherent when the inner depth of consciousness, which is pure consciousness, shakes hands with the outer dynamism of great activity. This is brought about by Transcendental Meditation.” Maharishi Mahesh Yogi

“The reservoir of energy and intelligence is at the source of thought. It’s obvious that whatever energy and intelligence is displayed through our action, it all comes through our thinking - thinking is the basis of action - and whatever energy and intelligence is displayed in thinking originates from the source of thought. The secret of success is in handling the source of all energy.” Maharishi Mahesh Yogi

At Maharishi School we strive for each child to reach the full potential of their creativity and their creative intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by following the path of Consciousness-based Education, applying Maharishi’s principles of teaching.

➤ Intelligence

Intelligence can be enlivened and applied through these principles:-

- link inner values with outer values in the pursuit of knowledge for a purpose
- develop each student’s ability to discern finer and finer parts in the context of bigger and bigger wholes
- help pupils to look for and recognise universal patterns
- adapt teaching to take account of the individual character of each pupil’s own intelligence.

➤ Knowledge

Knowledge can be enlivened, structured and organised through these principles:-

- teach knowledge in the context of human purpose
- develop knowledge holistically by connecting everything that is taught to the Self of each pupil.

➤ **Experience**

Experience can be enlivened, extended and deepened through these principles:-

- integrate knowledge with experience in the development of Complete Knowledge
- extend each pupil's own experience in relation to knowledge taught and in conformity with their own nature through appropriate applications and practical work
- involve all the senses and organs of action in constructing learning experiences – where safe and practical.

➤ **Expression**

Expression can be enlivened and enhanced through these principles:-

- encourage pupil expression at the start of each learning cycle to stimulate the desire for growth
- consolidate learning through the expression of knowledge and skill encourage the expression of fullness of life, through a wide range of expressive modes

Aims

The value of music as an academic subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun. High quality music education enables lifelong participation in, and enjoyment of, music, as well as underpinning excellence and professionalism for those who choose not to pursue a career in music.

This policy supports a whole phase approach to music: it is consistent with current legislative framework and statutory guidance.

The objectives of teaching music that Maharishi School promotes include that;

- Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations.
- Listening to and making music fulfils an instinctive human need for self expression and creativity. It stimulates responses both on emotional and intellectual levels.
- Music can be a lifelong source of pleasure. It is education for life.
- Music can provide the opportunity for children to develop their individual skills, sharing experience and cooperating with others.
- Music can develop skills, attitudes and attributes that can support learning in other subject areas that are needed for life and work skills – e.g. listening skills, concentration, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and sensitivity towards others.

Implementation

At Maharishi School, we aim to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we endeavour to build up the confidence of all children. We follow Charanga's Model Music Curriculum scheme in the primary phase enabling our pupils to access a structured and progressive music curriculum which meets the statutory requirements of the National Curriculum for music. We have previously followed Charanga's Original Scheme but are phasing this out in favour of the more challenging MMC. Pupils discover, explore and develop technical skills through practical music lessons.

Pupils' understanding of music is developed through activities which bring together the requirements of performing, composing, listening and appraising in a variety of genres, styles and audiences. Children are taught to recognise the musical elements/inter-related dimensions of music:

- duration
- dynamics
- pitch
- tempo
- timbre
- texture

Children are taught to make music together, to understand basic musical notation, and to compose pieces. They are also taught to sing and play in time, controlling sound and pace. They are taught different ways to represent sounds graphically and symbolically. Our teaching also focuses on developing the children's ability to sing expressively, in tune and with other people. Through singing songs, children learn about the structure and organisation of music.

We teach them to listen to and appreciate different forms of music from various backgrounds and cultures. Children are able to develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. Children are also taught how to use technology as a tool for creating, manipulating and storing sounds.

To aid the teaching and learning of music at Maharishi School the following musical resources are available:

- Interactive whiteboards and computers.
- Glockenspiels
- Chromebook Software
- Untuned percussion instruments

- A range of musical resources online

Enrichment opportunities to enhance learning experience are employed where possible. Currently these consist of:

- workshops delivered by local musicians
- after school guitar lessons
- a primary phase choir

Inclusion and Equal Opportunities

At Maharishi School, we are committed to providing all children with an equal entitlement to our music lessons, activities and opportunities regardless of race, gender, culture or class. See Equality Information & Objectives Statement <https://maharishischool.com/about-us/policies-and-procedures>

Music is for all abilities

At Maharishi School we recognise that in all classes, children have a wide range of abilities. The study of music is planned and adapted to provide pupils with a suitable range of activities, challenge and support which is appropriate to their individual abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the music curriculum

Health and Safety

It is the responsibility of the Spanish teacher to ensure that risks are assessed prior to, and during, music lessons. The class teacher is to inform any additional support staff of any potential risks or hazards to be aware of during a music lesson. Pupils are also to be made aware of potential risks and hazards.

Impact

Our Music Curriculum is well-structured and sequenced to demonstrate progression of skills, whilst building on already existing creative talents and skills. The teaching will allow the children to achieve the age-related expectations in music at the end of their cohort year. Our children will have the opportunity to use music and instruments as a form of expression. Music will also give the opportunity for improved well-being and confidence will be increased. The children will gain wider audience performance experience.

Teachers will assess children's work in music by making informal judgements as they observe them during lessons. Video recordings and other sound-based methods may be employed to capture children's live musical performances for the children to use as self-assessment. We aim to collect evidence of the 'musical child'.

On completion of a piece of work, the teacher will assess the work and give oral or written feedback. Pupils will be encouraged to make judgments about how they can improve their own work. Assessment is used as a tool for helping children to make future progress. Individual class teachers will keep samples of children's work for their own evidence. An assessment and progression grid supports teachers' assessment of pupils' progress.