



Grant's Braes School

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Title:Arts/music arts strand	Date: 2014 term 2	Level: 1-3	Subject area: Practical knowledge
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Prepared by: Helen Day Desiree Wispinski and Sara Carr.

Rational/ Explanation:

In our school curriculum delivery plan it states that sound arts will be a regular part of the classroom programme. At our school music is taught in all classes and is strong feature of the culture of our school.

"The arts are powerful forms of expression that recognize, value and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand...Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meaning. "

P20 The New Zealand Curriculum. 2008.

"As students learn to communicate musically with increasing sophistication, they lay a foundation for lifelong enjoyment of and participation in music. Some will go on to take courses in musicology, performance, or composition. These may be steps on the way to music or arts- related employment."

http://artsonline2.tki.org.nz/ecurriculum/music/music_statement.php 2007

In the junior school class teachers are responsible for the teaching of music and in the senior school, teachers do some music teaching but are supported by an release teacher with music strength in their CRT time.

The assessments were based on the Practical knowledge component of the curriculum as listed below :
Level 1 Practical knowledge Explore how sound is made , as they listen and respond to the elements of music : beat, rhythm, pitch, tem po , dynamics and tone colour,

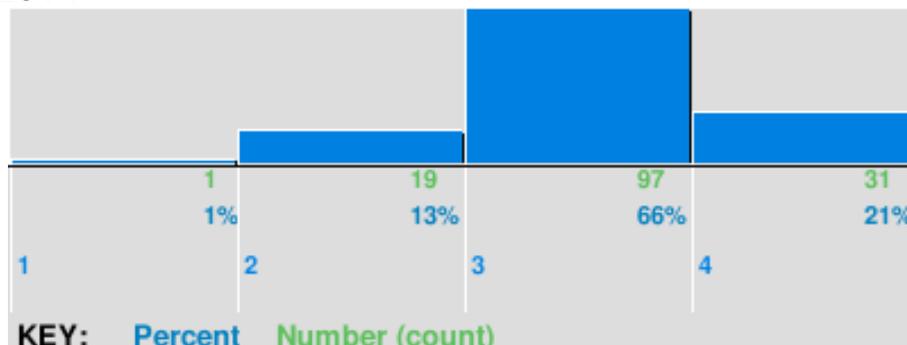
Level 2Explore and identify how sound is made and changed, as they listen and respond to the elements of music and structural devices

L3 Explore and identify how sound is made and changed, as they listen and respond to music and play knowledge of the elements of music, structure al devices and technologies.

Key:

- 1- Task not achieved
- 2- Task partly achieved
- 3- Task achieved
- 4- Task achieved to a high level

Overall data 2014

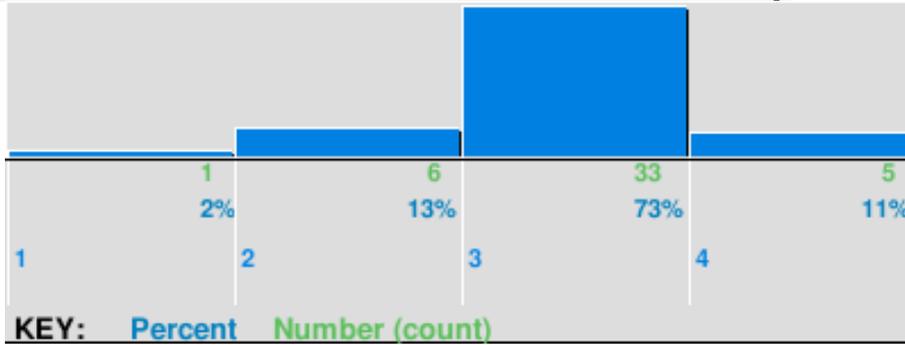


Analysis

Most children achieved good results in their practical assessments. There is a bigger number of children achieving above than below.

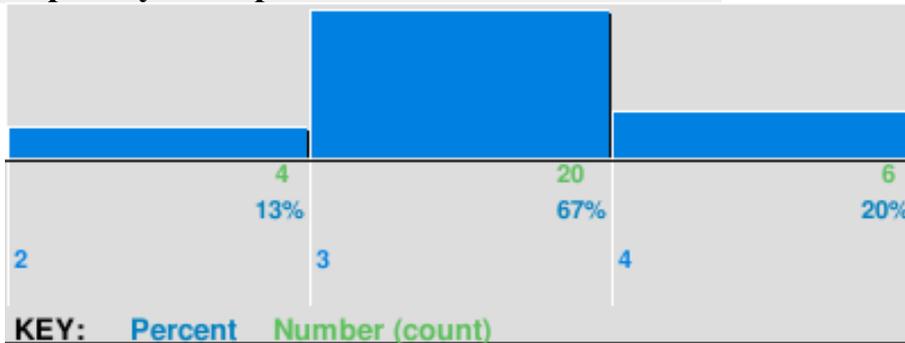
Year 1 2014

Year 1 Plays in time with the beat in various situations individually



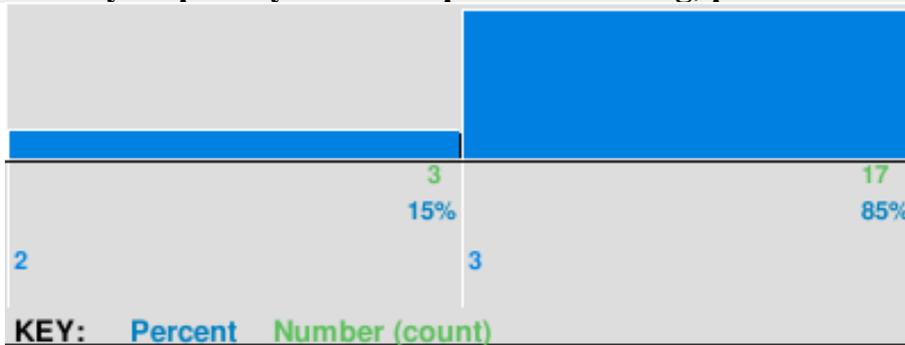
Year 2 2014

Year 2 Echoes simple rhythmic patterns of at least 6 elements.



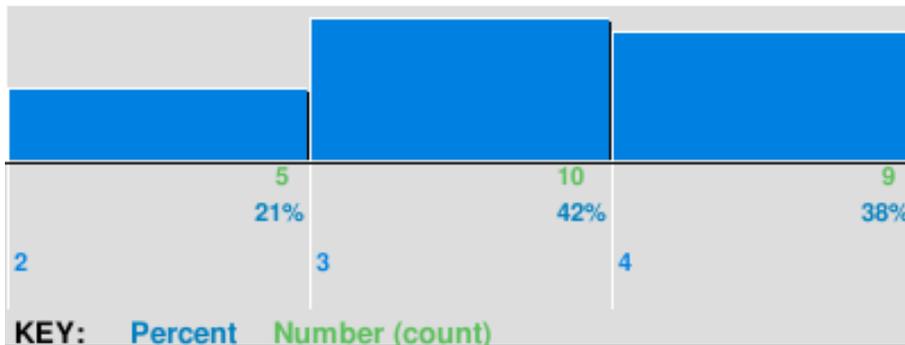
Year 3 2014

Year 3 Can individually clap a rhythm for a phrase in a song, poem or sentence.



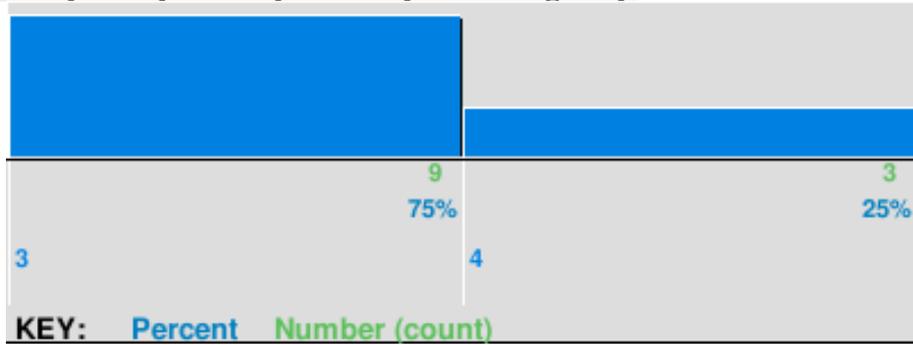
Year 4 2014

Year 4: Plays a familiar rhythmic piece of music on an untuned instrument



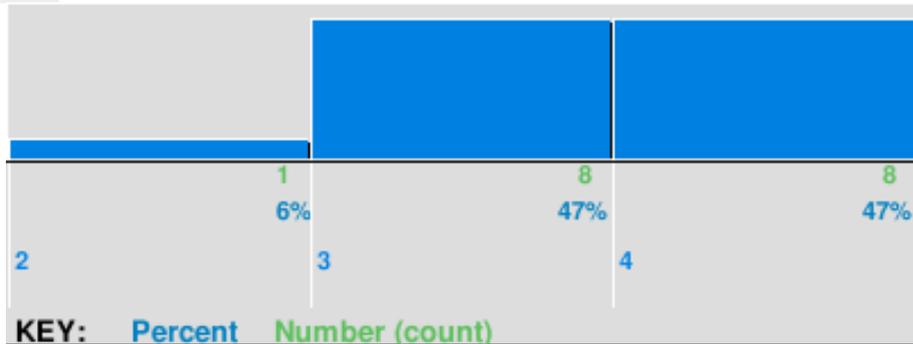
Year 5 2014

Year 5 creates a simple rhythmic piece as part of a group



Year 6 2014

Year 6: Creates, performs and their rhythmic work in a group and discusses this and the work of their peers



Analysis

Our results indicate a good level of achievement in the processes being reviewed. This review includes all our pupils with identified special needs.

Evaluation

The quality of our children's music is of a good standard as evidenced not only in this report but seen when visiting the school spaces and attending performances such as the school assemblies and music showcase. The music arts curriculum is well resourced and taught in all classrooms. Good use is made of our experienced staff member's skills in planning and process development. Our senior pupils also benefit from the opportunity to participate in kapa haka which has strong component of music included.

Maori and Pacifica data

	Below	At	Above
Maori	2 10%	12 57%	7 33%
Pacifica			

Gender data:

	Below	At	Above
Male	11 14%	49 64%	17 22%
Female	9 13%	48 68%	14 20%

Analysis Maori and Pacifica

Our Maori pupils are achieving at the expected levels. Our Pacifica group is too small to show trends but most have achieved the expectations.

Analysis of gender

Our gender data shows fairly equal distributions across and between both genders

Overall Recommendations/Next steps

We will foster the music arts in the classroom programmes. Extension opportunities need to continue to be made available to pupils, such as "stomp" and ukulele. We will encourage professional classes such as the guitar group to provide opportunities for instruction at school. Budgeting needs to allow for updating and extending of resources such as instruments, purchasing more music tracks for class use and funding extension teachers. We will continue to take part in activities such as the music showcase, ukulele jam and school production. We will also continue to ensure visiting groups include musical performers such as "Stomp" and "rhythm interactive."

