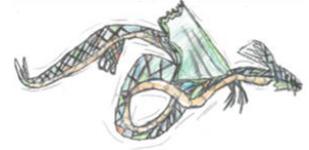
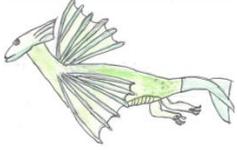




BOREHAM PRIMARY SCHOOL
A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



MUSIC POLICY

OCTOBER 2019

Staff Consulted: 4.11.19

Approved by Governing Body: 18.11.19

Next Review Date: October 2021

Boreham Primary School

Music Policy

Music Curriculum Intent

At Boreham Primary School we aim to make music an enjoyable learning experience for all children. We teach the children how to work with others to compose music and perform for an audience. We want children to feel safe exploring and performing music, making each individual a valued part of something bigger, through class work, school performances and wider experiences, developing their confidence as performers. Our intention for the children is to develop their acquired skills year on year with both 'topic lead' and discrete lessons. We aim for children to be able to recognise music as an outlet for self-expression, see its potential to use music as a tool to self-regulate, enabling them to identify feelings and moods and distinguish layers and textures in music and later recognise how these skills can be linked to our own wellbeing. As children develop their understanding of the factors that influence music we hope to foster in them a respect for music's place in the arts and other cultures.

Aims, Impact and Implementation

<i>Aims</i>	<i>Implementation</i>	<i>Impact</i>
To build a musical curriculum which develops learning and results in the acquisition of knowledge and improved well-being.	<p>Clear and comprehensive scheme of work in line with the National Curriculum through Charanga.</p> <p>Teachers will feel more confident revisiting past learning with the support of other classes; children can challenge each other, devising quizzes of their own learning for the year group above them.</p> <p>Teaching and learning should show progression across all key stages within the strands of music.</p> <p>Year 2 to learn recorders via the Charanaga scheme. Year 3 to participate in ukulele lessons every year, through Essex Music Services. All other classes to access a variety of instruments through the implementation of Charanga.</p>	<p>Children will achieve age related expectations in music at the end of their cohort year.</p> <p>Children will retain knowledge that is pertinent to music.</p> <p>Children will have the opportunity to foster their instrumental flare and use this as a form of expression.</p> <p>Children will have the opportunity to build on previously learnt skills, they will be given the freedom to compose and develop their own ideas with guidance.</p> <p>Skills taught are progressive and children will be able to engage previously acquired skills and build on these each year.</p>

<p>To promote a love of music and singing across a broadened curriculum so that all children know more, remember more and understand more.</p>	<p>Children will access extra-curricular musical participation opportunities such as class choirs, weekly singing assembly singing in the local community and Barnardos.</p> <p>An inter-class choir competition will be promoted and participated in.</p> <p>All children get experience of performing to a wider audience. Children will be aware of opportunities available and possibility of accessing them. Our school utilise Essex Music services and enrich the curriculum with workshops such as Brazilian drumming and Create it! days where selected children have the opportunity to create a record their own school song.</p>	<p>Children will participate in wider musical activities. Opportunities for improved well-being and confidence will be increased.</p> <p>Scope for children's participation and wider opportunities for performing to greater audiences has been increased and therefore musical benefits greatedened. Children will gain wider audience performance experience.</p> <p>Children will have heightened awareness of musical opportunities available in and outside of school in the hope that access will be increased.</p> <p>Children will engage with enriching activities to further foster their love for and ownership of music.</p>
<p>To nurture confidence as performers and composers.</p>	<p>At the end of lessons/ units all children will be offered the opportunity to perform and share their work.</p> <p>Assemblies, services and performances will offer the children the opportunity to perform independently or as part of a collective, celebrating musical accomplishments.</p> <p>Children taking part in Rocksteady hold a termly concert to parents and the rest of the school, in addition to this they perform at the Christmas and Summer Fayre.</p>	<p>Children will gain a sense of being part of a group</p> <p>Children will have the confidence to ask questions about different styles and types of music.</p> <p>Increasingly children will put themselves forward to perform for audiences of varying sizes.</p>

<p>To use music as a vehicle for wellbeing as well as develop understanding and respect for music's place in the arts and other cultures.</p>	<p>Thrive is a three-week self-esteem intervention course delivered through music by a qualified music teacher to children aged between 4 and 7. African drumming workshops Art through Music day. A range of music used in dance lessons.</p> <p>Music lessons cover a broad range of styles and allow opportunities for appraisal and investigation (opportunities to ask questions available) Children are given the opportunity to listen to a wide variety of music branching different cultures around the world during assemblies.</p>	<p>The intended outcome of the Thrive course is for every child to know that they are valuable, have unconditional worth and the ability to reach their potential.</p> <p>Children develop an understanding for the skills used to play different instruments.</p>
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Celebrating Music

At Boreham Primary School we celebrate and learn about music, performance, and respect of others and other cultures. Children perform to one another and our wider community in class assemblies, school fetes/fayres, concerts, singing assemblies, church services and performances like the Christmas production and Boreham Proms. We also celebrate children's music successes in and out of school through our weekly newsletter.

Spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- sense of enjoyment and fascination in learning about their own responses to music, others and the world around them.
- use of imagination and creativity in their learning.
- willingness to reflect on their experiences.

The social development of pupils is shown by their:

- Cooperating well with others and being able to resolve conflicts effectively when working on composition tasks.
- Reflecting the school values when others' are sharing their work.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others

- interest in exploring, improving understanding of and showing respect for cultural diversity through music, and the extent to which they understand, accept, respect and celebrate musical diversity.
- Enjoying a wide range of music from different cultures.

Teaching Music to Children with Special Educational Needs

At our school we teach Music to all children, whatever their ability or needs. We do this by creating an enabling environment and building in opportunities that allow all children to progress and to enjoy their learning, responding to specific needs as appropriate. Where a child struggles to access the music sessions due to specific needs, adjustments are made where possible (wearing of ear defenders, playing music at lower volume level in a quieter environment).

Assessment, Recording and Reporting

These assessments will inform future planning to ensure that the teaching of Music meets the needs of all learners.

Music is assessed by the class teacher twice a year, assessing whether a child is working below, at, or above based on what they have covered so far. The teachers use the national curriculum objectives to make their judgements and use Target Tracker (b+, w+, s, s+) to record their judgements. If a child is working substantially below their current year curriculum then the teacher will assess in the appropriate band. At the end of each academic year data is collated by the Music Subject Leader to show attainment across the school for boys and girls as well as the whole cohort and identify those working at greater depth.

The content of Music lessons is recorded through pictures, videos and any recording sheets specific to teacher's lesson. Music achievements are also recorded in newsletters, and on displays at different times of the year.

Review and Monitoring

Subject leaders may monitor their subject through planning scrutinies, book scrutinies, lesson observations, classroom drop-ins, displays, themed days and competitions, as well as through summative assessments on Target Tracker.

Policy Review

This policy will be reviewed by the Music subject leader, on a two-yearly cycle.