|  |  |
| --- | --- |
| Reviewed on: | January 2022 |
| Next review: | January 2025 |
| Staff Responsibility: | Bretany Plant |
| Linked policies: |  |
| Signed by chair: |  |
| Date: |  |



**Boarshaw Community Primary School**

**Music policy**

**Introduction**

* Music is a subject that helps to develop creativity, imagination, good listening skills, constructive criticism and the ability to express personal thoughts and feelings.
* Music develops children’s ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.
* We follow the Charanga scheme of work which is supported by Rochdale Music Service and Greater Manchester Music Hub.

**Intent**

**At Boarshaw Community Primary School we aim:**

1. To provide all pupils with equal access to a rich music curriculum matched well to their ages, abilities and special needs that allows them to make good progress
2. To develop an enjoyment of music through practical activity, exploration and discussion.
3. To develop confidence and competence in the skills of speaking and listening, constructive feedback and sharing practical work.
4. To allow children to use all of their senses to increase their singing and performing skills. Also their technique in playing instruments and their ability to express their thoughts, feelings and responses.
5. To increase children’s confidence in using a range of musical instruments, to underpin learning and teaching.
6. To enrich other areas of the curriculum through music to show that learning, knowledge, ideas and feelings can be expressed in a variety of ways.
7. To develop children’s understanding and appreciation of music from a variety of eras and cultures, different music genres and looking at work from various artists allowing us to explore their style and techniques.
8. To allow children to learn suitable technical vocabulary to articulate their responses.

**Implementation**

The group overview outlines each half-termly step and which of the end of year expectations that each step covers. This provide teachers with an idea of what lessons are to be taught. The lessons within a half term will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. When taught, the musical activities encourage active participation and enjoyment by all children.

Development in SMSC will take place across all curriculum areas, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

**Planning**

**Music Lessons**

The ‘Charanga’ scheme of work provides teachers with week-by-week lesson support from Foundation Stage to Year 6. The scheme is accessed through <https://www.gmmusiconline.co.uk/site/> and teachers are given a unique log in and password.

The scheme’s year group overview outlines each half-termly step and which of the end of year expectations that each step covers. It also provides helpful cross curricular link ideas. Steps are broken down into 3 key areas; listening and appraising, musical activities and performance.

The resources provided follow a spiral, repetition-based approach to learning; similar musical concepts are taught repeatedly through different activities. This enables more secure, deeper learning and a mastery of music skills.

The activity manual guides the teacher through each strand which allows the teacher to plan opportunities to embed deeper learning, knowledge, understanding and skills.

Assessment logs are available that follow each step to allow for effective assessment of learning.

**Music across the Curriculum**

Children are taught a wide range of musical skills that enable them to access and understand different types of music in a variety of contexts.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts.

**Extra opportunities**

Music is incorporated into a variety of activities and events within school, such as assemblies and special celebrations.

**Inclusion and Equal Opportunities**

Musical activities within lessons are planned carefully to encourage active participation and enjoyment by all children, irrespective of ability. Differentiation can be achieved through; classroom organisation, peer support, outcomes and open-effective questioning.

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in their musical learning and understanding. We pay particular attention to ensuring there is no gender bias in materials or in access to resources, including ICT. Teachers should pay attention to the equal distribution of their questions across all groups. Any displays and references to this subject in society should show positive role models of gender, race, ethnicity and disabilities.

**Impact**

Provision for Music is monitored and reviewed on a regular basis.

This is achieved by:

Bretany Plant, the Music Coordinator, who will monitor resource provision, identifying shortfalls, identify aspects within curriculum subjects to be included in teacher planning.

A floor book will be created to monitor and evaluate learning, including pictures and QR codes of videos, from a variety of music lessons across the school.

Discussions with staff and pupils will be carried out to monitor progress and assess progress.

The SLT shall have oversight of this policy and monitor the provision of music.