



Faith, Family and Fascination

Music Policy

Boutcher C.E. Primary School

Reviewed by: Megan Whitton

Last reviewed during: Spring 2024

Next review due by: Spring 2026

**"Love one another. As I have loved you, so you must love one another."
*John 13:34***

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Mission Statement

The Music Policy will support the delivery of the Mission Statement. Music takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

SMSC Statement

Through the teaching of Music, children’s SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future.

Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want Music to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

Equal Opportunities and Inclusion

In Music we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by personalising our Music curriculum, promoting inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as challenging all children to take an active part in their learning and to achieve their potential.

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Aims and Objectives

National Curriculum Aims

The national curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Boutcher Aims:

- to encourage awareness, enjoyment and appreciation of Music
- to develop imagination and creativity
- to help children of all abilities develop positive attitudes and to experience success and satisfaction in music
- to offer opportunities to perform, compose, listen and appraise
- to build children's confidence for performing to an audience.
- to develop social skills through co-operation with others in the shared experience of music making
- to develop an understanding of musical traditions and developments in a variety of cultures

Organisation, Planning and Delivery

All children receive weekly singing lessons in their key stage. These lessons are led by a professional singing teacher and children develop their accuracy, fluency and control of their voices. Children receive regular opportunities to sing in services and at other school events for their parents and the local community.

In the EYFS, children will also receive music provision by the class teacher. They will develop their ability to respond to music through movement and develop their ability to alter their movement to reflect the tempo, dynamics or pitch of the music. They will explore lyrics by suggesting appropriate actions as well as exploring the story behind the lyrics or music.

In the EYFS, children will have the opportunity to listen to and follow a beat using body percussion and instruments. They will develop their ability to listening to sounds and match them to the object or instrument. They will understand that different instruments make different sounds and will be able to group them according to their sound. They will develop their ability to listen to and repeat simple rhythms and lyrics.

Children in Years 1, 2, 3 and 4 have music lessons each from our specialist music teacher in African drumming. In these lessons they will develop their performing, composing, appraising and listening and application skills as outlined above. They will also learn about the history and traditions surrounding African drumming. This is usually planned in the autumn term to coincide with our preparations for carnival. Children perform at the annual carnival for parents as well as at other community events.

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Children in Years 5 and 6 receive violin lessons from specialist teachers. In these lessons they will develop their performing, composing, appraising and listening and application skills as outlined above. Children in Year 5 and 6 perform an end of year concert for their parents and may be asked to perform at other community events and concerts.

Children further have the opportunity to take part in extra singing and piano lessons with our professional singing teacher, as well as extra drum kit and guitar lessons with our drumming teacher.

In the weekly assemblies, children listen to and appreciate music from different composers, periods of history and traditions. Children are supported to think critically about the music and are encouraged to form opinions.

Children are provided with ample opportunities to perform in front of an audience, including the Christmas play and Year 6 end of year play.

We are able to offer music therapy for some of our SEN children, this is often through 1:1 drum kit lessons.

Educational Visits

Children in Key Stage 2 are auditioned for participation in the school choir. The school choir meet weekly and have many opportunities to perform in our local community.

Resources

Teachers and specialist music teachers will collate specific resources to aid music lessons. Most instruments (including: recorders, violins, drums, pianos and guitars) are kept in the music cupboard in the main hall. The school library has a good supply of books to support musical knowledge and for children to take out in their class library sessions. The Chromebooks and iPads can be used for music lessons.

Feedback

Feedback is key to producing independent learners in Music and helps to raise attainment by celebrating the successful aspects of a child's work and also reminding them of the next step. Feedback in Music aims to challenge the children, make them question and to give them the skills needed to refine or correct their work.

Progress and Assessment

Formative and Summative Assessment

Formative assessment is an integral part of the teaching and learning of music. This will be done by observing children working and performing and by listening to their responses. Teachers and Teaching Assistants will make notes during lessons which will be used to report to parents at the end of the year. The drumming and violin teachers may also contribute to the end of year report.

Observations and Modelled Lessons

The Music coordinator observes Music in each class from time to time.

Observations will be to assess the teaching of Music in line with this policy and should be viewed as supportive and for development purposes.

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Monitoring by the Governors

The outcome of Music scrutiny and observations is reported to Governors. An annual report is given to the Governing Body outlining children's achievements and staff training in Music.

The incumbent (vice chair of Governors) works closely with the headteacher and coordinator and is kept up to date on current practice and policy in Music. He has informal conversations with pupils and is always actively involved in Music events we hold with parents e.g. Christmas play.

Cross-curricular Skills and Links

Music is integral to all we do at Boutcher and therefore it is fully rooted into our curriculum provision. Topics have been carefully chosen for each year group and placed thoughtfully into the year group curriculum overview.

Teachers may choose to explore songs or artists that link to their current topic. Listening, reviewing and evaluating music of different genres, historical periods and traditions is rooted in our curriculum provision, particularly in RE, English and Theme. There are also opportunities within our PE unit, dance, to integrate the Music and PE curriculum.

Role and Responsibility of Coordinator

The Music coordinator is actively involved in planning and monitoring the subject. They run planning meetings, staff INSET where required and distribute new ideas and resources among the teaching staff.

Opportunities are provided for teachers to observe the coordinator, or specialist teachers, teaching the subject.

The coordinator is responsible for assessing staff development needs and organising training.

The coordinator will support the organisation and delivery of performances both inside and outside of school. This may include accompanying performers on trips.

The coordinator is responsible for ensuring there are adequate resources to support teachers, and specialist teachers, in the delivery of lessons.

Plan for Unforeseen School Closure

Should there be an entire school closure we will continue to teach children in accordance with the Music curriculum overview. We will continue to plan a variety of activities and provide children with opportunities to continue with their learning at home with lessons being tailored and adapted to suit home learning.

We will use online platforms to teach and deliver homework. Please see the Remote Learning Policy for more information.

Promoting Diversity in Music

At Boutcher, we have always been committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

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We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For BAME children, this may be learning about prominent figures and their influence from people from a range of countries and places. We want children to see themselves as the future and be equipped with the necessary skills and knowledge from the wider world. If children have the self-belief and determination, they will achieve greatness.

In terms of Music, we want all children to feel valued and positively represented.

In Music lessons children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teacher's feel uncomfortable in discussions or when planning lessons, they should speak to the Music coordinator for support.