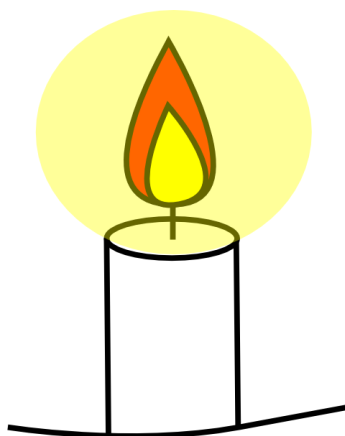


Broadbottom CE (VC) Primary School



“Let your light shine.” Matthew 5:16

Music Policy (School)

Signed:.....

Dated:.....

MISSION STATEMENT

At Broadbottom CE Primary we are extremely proud of our Christian Community School. We welcome everyone, embrace individuality and nurture and empower our pupils. We do this through an engaging curriculum that promotes faith, understanding and skills and is underpinned by Christian and British Values.

We...

- ✓ Love God, the world, each other and ourselves.
- ✓ Cherish our pupils and act as their champions.
- ✓ Provide safe yet challenging opportunities to learn, blossom and grow.
- ✓ Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- ✓ Trust each other to act with integrity and to forgive when we make mistakes.
- ✓ Love Learning and Love Life.
- ✓ Are creative in our thinking, outlook and approach
- ✓ Communicate effectively
- ✓ Have time and patience to develop minds
- ✓ Discover individual sparks to let everyone's light shine.
- ✓ Nurture a love of learning and a belief in oneself.

School Vision

Broadbottom CE Primary School promises to provide a happy, safe, Christian environment for all pupils to flourish and develop talents, interests, excellent learning attitudes and behaviours.

Our intention is for the learning journey to maximise full academic, social, emotional, and physical potentials. We aim to develop life skills, tolerance, and resilience, in a school environment that cherishes individuality and positively encourages pupils to shine.

“Let your light shine,” Matthew 5:16

With Christianity at the heart of our intentions, we aim to:

- Strengthen the spirituality of staff and pupils, whilst creating a culture of high expectations, that is mindful of health and wellbeing
- Provide high quality teaching and learning, that develops individual potential and enriches pupil's lives
- Engage in partnerships that support and serve the school community
- Continue to review and challenge the curriculum for our pupils, to ensure it is relevant for their future workforce needs
- Continually improve performance through evaluation of practice
- Equip children and families with the knowledge, skills, independence, and resilience to face future challenges
- Instil traditional values of hard work, courtesy, respect, and good behaviour
- Nurture an understanding of how special and unique we are in the eyes of God
- Broaden our knowledge and understanding of world issues and develop courageous advocates who will help others shine
- Link our heritage with overseas charities to support others, as our local community has been supported in the past

INTRODUCTION

Music is a powerful means of communication and is one of the highest forms of creativity.

It brings children together and creates opportunities to work with one another using a universal language.

It is an art that can be practiced, appreciated and enjoyed at many levels.

Music develops pupil's ability to take part in practical activities, both individually and in groups, that encourages and cultivates an enjoyment of different genres of music.

Additionally, Music reflects the culture and society we live in and so the teaching and learning of music enables children to better understand the world they live in. It is a creative and fun activity but can also be a highly challenging subject.

It is our aim that all children at Broadbottom CE (VC) Primary School experience a high-quality, inspiring music education which instils a life-long enjoyment and appreciation for music.

AIMS

The aims of music teaching are to enable children to:

- Know and understand how sounds are made and then organised into musical structures;
- Know how music is made through a variety of instruments.
- Know how music is composed and written down;
- Know how music is influenced by the time, place and purpose for which it was written;
- Develop the interrelated skills of performing, composing and appreciating music.

At Broadbottom CE (VC) Primary School we also aim to:

- Develop the understanding that music can be a social or personal activity.
- Provide experiences and resources which promote knowledge, skills and understanding in music in relation to both their own and the musical traditions of others and of different ages.
- Promote an enjoyable musical curriculum for all children in the school with relevant differentiated experiences.
- Develop pupil's ability to observe and respond to the world around them through the use of a wide variety of instruments and musical recordings.
- Through the encouragement of listening to instruments or music for a variety of different reasons, develop pupil's listening skills.
- Develop pupil's discussion and negotiating skills through working with other children on a given task.

- Celebrate the value of pupil's work through recording and performance of their work.
- Recognise ways in which ICT skills may be incorporated into and developed by the Music Curriculum and used to enhance the pupil's musical experiences.

How we teach music

Music at Broadbottom CE (VC) Primary Schools is taught discreetly using Kapow Scheme which provides teachers with week-by-week lessons for each year group in school. This supports all the statutory requirements of the English Model Music Curriculum for England in full

Kapow's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further

Pupils experience musical instruments: EYFS and Year 1 play percussion, Year 2 and 3 recorders and Years 4,5,6 Ukulele.

At Broadbottom CE (VC) Primary school, we believe that the Kapow approach encompasses the schools vision to:

‘Let your light shine,’ Matthew 5-16

Through a joint philosophy, based on the principle that music should be fun and engaging for all concerned, and that every child is a born musician. We believe that music is magical and that it has a role to play in every aspect of all our lives, wherever and whoever we are.

To see more information Kapow's approach to music, Social Themes and how they are applied in the classroom, see the detailed document on [Music, Society and Education for Peace](#) or [two-page summary](#).

Coverage of the Curriculum

The MMC covers Years 1-6 with six self-sufficient units per year. Each unit is in turn structured into six steps which can be covered as you see fit, though a pace of one step per weekly lesson may suit the pace of your academic year well. The first step of each unit introduces that unit's focus in terms of content, skills and knowledge; this is then developed by the middle steps; and a final sixth step assesses the learning through exciting performances and activities.

Below is a link which provides an overview of the scheme

[English Model Music Curriculum/Home – Tameside Music Service \(gmmsonline.co.uk\)](https://gmmsonline.co.uk/)

Principles of Teaching

- Each class (Year 1 to Year 6) receives a total of one hour's music teaching per week.
- Differentiation is achieved by resource, task, support and outcome through teachers' delivery of the Kapow planning.
- All pupils are encouraged to participate in and enjoy music lessons regardless of race, culture, gender, ability or physical limitations. A mutual respect and tolerance for all cultures will be promoted through the study of music.
- During music lessons pupils will be expected to work collaboratively in groups, as a whole class, in pairs and individually. Groups are chosen (by the teacher or pupils) appropriate to the task set. Children can work in groups of both mixed and same gender and ability.
- Pupils with special educational needs are able to develop confidence through the expression of their feelings in music, as it is a subject in which success does not depend on academic ability.
- Children are encouraged to use their own instruments, including the recorder, during composing activities.
- Pupils' achievements are celebrated in display and performance opportunities.

THE ROLE OF THE SUBJECT LEADER

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas:

- a) Strategic direction and development.
- b) Learning and teaching.
- c) Leading and managing staff.
- d) Efficient and effective deployment of staff and resources.

The Subject Leader has regular discussions with staff about learning and teaching in Music and provides an annual summary report about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject. During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities.

ASSESSMENT, RECORD KEEPING AND REPORTING

Pupil's standards and achievements in Music are assessed using Kapow Progressions and Skills at the end of each unit, termly and at the end of the academic year. Formative assessments are recorded on a foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area