

Music Policy



The Valley Community School

Reviewed: Autumn 2025

Reviewed by: S Parkinson

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The Valley Community School

OUR VISION

“A world class centre of outstanding learning”

OUR MISSION

“Together we’re better”

Founding principles that underpin our philosophy of being truly inclusive

We aspire in all we do to ensure we create a culture of:

High Equity:

Narrowing the gaps between pupils in different socio-economic groups

High Achievement:

For all through rigorous challenge, adaptation and reflection

High Inclusion and Engagement:

Adapting and supporting narrowing and bridging gaps in achievement

High Expectations:

Of ourselves, our pupils and our families in effective partnerships

Our core values:

Acceptance

Fairness

Trust

Equality

Respect

The Valley Community School

The school feels strongly that there is a need to develop both global citizenship and, where possible, teach the fundamental principles of British Citizenship. This encompasses:

- A sense of fair play
- Tolerance
- Duty and remembrance
- Respect
- Values
- Ethics
- Belonging
- Contributing to and supporting all our local communities
- Perseverance.

In Upper Key Stage 2, a sense of “Britishness” is embodied in the strong links between the school and the Pre-Duke of Edinburgh-Adventure Service Challenge (ASC) projects, which help pupils see their role in the community, where the curriculum overlaps in these areas opportunities are seized.

MUSIC: General Statement Intent:

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. 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. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms and to begin to make judgments about the quality of music.

Our key curriculum vehicle is the commercially published scheme "CHARANGA", however this is contextualised to best meet the needs of our pupils. A music specialist works alongside all teachers every 2-3 weeks as part of our coaching programme.

Introduction

Music is a foundation subject and is allocated time and resourcing equal to the other foundation subjects. Musical opportunities are for every child.

Each teacher is responsible for teaching this subject using the “Charanga” Music Scheme as the main teaching resource.

Each Unit of Work comprises the following Strands of Musical Learning:

1. Listen and Appraise
2. Musical Activities:
 - Games
 - Singing
 - Playing Instruments
 - Improvisation
 - Composition
3. Perform and Share

Experiences in composing, performing and listening provide occasions for teachers to introduce musical language in context to enhance pupil's own vocabulary.

Children need to be given space in which to compose, perform and record. Staff may need to be creative with their classroom organisation. ICT should also be used to support the composing process.

‘Massed singing’ activities in school are an important part of a planned educational programme of music. All pupils should be given songs and musical ideas of increasing length and complexity to memorise and internalise as they progress through school.

Listening to music is also an important part of the music programme. This should direct children towards knowing the main musical elements, distinguishing musical instruments as well as responding to changes in character and mood.

Pupils should be familiar with the works of influential composers and introduced to the concept that there would be an impact of their work on later composers.

They should listen to a wide range of music from a multitude of traditions.

Children should be given occasions when they can perform their compositions to an audience e.g. as part of a class assembly or end of term concerts Etc. Pupils can use these occasions, as well as those in class, to appraise each other's performance.

Children should be given the tools to assist them in becoming lifelong music lovers.

Intent :

1. To encourage all pupils to enjoy music as a listener, composer and performer.
2. To pursue musical understanding through practical experiences.
3. To teach the skills necessary for children to learn to play a musical instrument
4. To encourage singing both in and out of school
5. To develop pupils' aural and oral skills.
6. To enable and encourage pupils to continue their music making into their adult life.
7. To generate enthusiasm for all musical styles.
8. To appreciate music as one of the arts and to be aware of cross-curricular links with other subjects.
9. To give each child the opportunity to participate in musical activities throughout the school life regardless of their ability.
10. To value and respect the work of others as well as their own.
11. To develop the inter-related skills of performing, composing and appreciating music.
12. To know and understand:
 - how sounds are made and then organised into music structure
 - how music is made through a variety of instruments;
 - how music is composed and written down;
 - how music is influenced by the time, place and purpose for which it was written;

Sequencing Knowledge

Knowledge classes

- Tacit knowledge: Knowledge gained through experience
- Procedural: knowledge gained through performance
- Declarative: Factual knowledge – era styles

Curriculum scope is restrained by time - meaning what we deliver must be of a high quality

We need to create

- Automaticity - finding and doing without trying or thinking
- Learn by heart
- Well embedded knowledge
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Schema : pre-planned well sequenced curriculum

- Enabling pupils to gradually have more control over the sound they are producing
- Practice sessions to support the consolidation of procedural knowledge
- Consistency in the medium for developing sound control
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Communication systems: early exposure to notation

- -automaticity is linked
- -lots of practice reading music
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Constructive:

- Learning the concepts and terminology of musical elements through examples embedded in wider elements, building on prior learning
- Components and composites in composing

Opportunities to develop the components of composition

Expressive

- Extensive opportunities to develop expressive intentions
- Tasks at a technical level appropriate for pupils to develop expressive intentions

Knowledge of music

- Formal
- Symbolic
- Personal
- Social

Organisation for Teaching

Staff are responsible for their own classroom organisation which should be appropriate to the age group they teach.

Staff will need to be creative with organising lessons to ensure resources are used to their full potential and enthusiasm for the subject is communicated effectively.

KS1 and Early Years staff will ensure that basic skills for music are covered in their lessons.

Long and short-term planning

Long, medium and short-term planning is the responsibility of individual teachers who will adapt the Charanga plans to meet the needs of all pupils in a particular class.

Other resources are available for further support and a music specialist works alongside staff from Year 1-6 in a coaching role 4 times per term as a minimum.

Cross-curricular links

Music can enrich learning in other subjects here are just a few brief examples:

- History, Geography, English, Art and Design, R.E., P.S.H.E - times, places and culture.
- Dance, Drama, English, Art and Design, R.E. and P.S.H.E. - mood and emotion.
- In writing poetry, creating dances - structure.
- Science – sound

Computing

- Software to explore sound and create compositions.
- Software to explore music from different times and cultures.
- The Internet to collect musical information.

Spiritual, moral, social and cultural development through music.

- Spiritual – to reflect and express their thoughts and feelings through music.
- Moral – to respect and value their own work and the work of others.
- Social – sharing with and supporting others, recognising the different roles in a group performance.
- Cultural – recognising how music influences the way people think and feel, relating it to the time and place. Also through reflecting on music from contrasting traditions.

Time allocation for the subject

Music will be taught weekly in all classes for a minimum of 45 minutes in KS 1 and 60 minutes in KS2.

Equal Opportunities and Special Educational Needs

At The Valley School we adapt the curriculum to make it accessible to all pupils. This involves adapting the curriculum content, methods by which it is taught, teaching sequence or resources. Our highly trained and dedicated staff know that true inclusion does not just happen in core subjects, but throughout the whole curriculum.

Music is an entitlement for all pupils.

Teachers at The Valley provide each child with appropriate learning challenges. They are aware of and respond to the diverse needs of each pupil, so that the experiences they have are rewarding and demonstrate achievement. Reasonable adjustments will be made so that each child can reach their full potential involving all the spectrum of SEND; adaptations to instruments or equipment may need to be made to allow for physical needs; opportunities to extend skills for the more able children. Equal opportunities will be supported by all staff. Music from all cultures will be used throughout the year and all children regardless of gender, ability or disability will be encouraged by staff to take an active part to the best of their abilities

How we make suitable adaptations to support the learning of disadvantaged and pupils with special educational needs

- Schemes of work in the short, mid and long-term, with clearly defined milestones and practical objectives exemplified clearly
- Pre-teaching key concepts and language
- Post-teaching to consolidate
- Supporting accessibility by understanding by focusing on key vocabulary
- Using ICT technology, apps, video and computer based technologies where appropriate
- Waves of intervention that focus on Basic Skills and language proficiency that supports wider curriculum accessibility"

General:

- Visual prompts
- Scaffolded learning
- Collaborative learning structures
- Focus on meta-cognition
- Always check they have understood
- Ensure directions are clear and concise.
- Chunk instructions into smaller parts
- Use a visual means of displaying instructions.
- Avoid giving multiple commands.
- Show visuals, actions or symbols to support key words.
- Reactivation of prior learning
- Explaining in more accessible language
- Explicit referencing to skills and knowledge
- Targeted questioning
- With reluctant talkers ask them to comment on what they are learning rather than phrase as a specific question.
- Give warning and extra processing time when asking a question. "When we have read / watched ...I am going to ask you...." or Ask them question then say "Think about it whilst I ask Then I will come back to you"
- Give at least 15 second respond time.
- Always model back the grammatically correct version of the sentence or model in a sentence

Music specific:

Full participation of all pupils building skills and confidence by:

- Less complex rhythms
- Fewer musical notes
- Clap words to rhythms
- Narrower range in singing part

- Less technical singing part when part singing

Assessment, recording and reporting procedures

Evidence

The class teacher must gather evidence of what has been done in class in relation to performing. Photographs and video should be put into the Music evidence folder on the T drive.

Reporting to Parents

This is done through Parents' Evenings, and the annual written report.

Assessment

Staff will need to ensure that during lessons they observe children as they are working with them. This is in order to make assessments that support the next step in learning and so that progress is monitored.. Objectives achieved are recorded on Educater, the schools' tracking system. This is completed at least once per term.

Related policies

Assessment Policy

Teaching and Learning Policy

Curriculum Policy

Systemic documents

Key documents held in house and maintained by subject leaders that promote, monitor and support this subject development.

- Position statement
- Action and/or development plan
- External and/or Internal Data Profiles
- Impact statement
- Monitoring plan
- Documents that support exemplification of standards

Role of Subject leader

- To lead development of subject in school ,
- provide guidance to individual staff members and professional development
- regularly update staff
- review and monitor the success of the planned units of work, components and learning sequencing
- be responsible for the organisation and maintenance of resourcing
- Support staff in appropriate and manageable assessment
- Support staff, alongside the SENCO in making reasonable adjustments and adaptations
- Monitor impact, plan and review