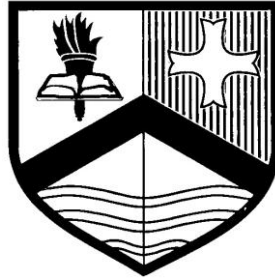


Scraptoft Valley Primary School



Music Policy

Mission Statement

Working together to give every child an excellent education in a caring environment

**Draft completed: April 2025
Ratified by Governing Body: 12th June 2025
Review: April 2028**

Statement of Intent

Music is a universal language that embodies one of the highest forms of creativity. We aim to engage and inspire pupils to develop a love of music and in doing so increase self-confidence, creativity and a sense of achievement. Children will develop a critical engagement with music by having opportunities to compose, perform and to sing with increasing confidence. We will encourage these skills in order that the children are offered the opportunity to extend their own interests and increase their ability to make judgments of musical quality. We aspire to stimulate through a wide variety of musical experiences, the growth of ability and knowledge necessary for children to explore and appreciate the world of music.

Aims and Objectives

- Experience the enjoyment of music
- Develop listening skills
- Improve concentration skills
- Develop an awareness of the interrelated dimensions of music (rhythm, pitch, dynamics, tempo, timbre, texture and structure.)
- Have knowledge of reading basic notation
- Increase awareness of a wide variety of styles, traditions, cultures and historical periods through music.
- Sing songs with increasing vocal expertise and confidence
- Perform a variety of music using tuned and untuned instruments
- Develop creative ideas through improvisation and composition
- Enjoy connecting and reinforcing skills gained across the curriculum through music making

Teaching and Learning

At Scraftoft Valley Primary we make music an enjoyable experience. We follow the Leicestershire Music Scheme (LSMS). During Nursery and Reception children learn to use music to express themselves, co-ordinate body movements and begin to control their voices. They listen to songs from a variety of Musicians from throughout history to widen their musical catalogue.

In Key Stage 1, we continue to encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. In Year 1 and 2 children develop further their understanding of the interrelated dimensions of music and appreciate different forms of music following the LSMS. In Year 2 children are taught to play the recorder and begin to read simple musical notation whilst playing in tune and time.

As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. Each year group also has a Musical Story Book, which has classical pieces of Music that play along the story in order for the children to think about how music can enhance a variety of medium.

In Key Stage 2, Music is taught by a combination of specialist Music Professionals and by Class Teachers. In Year 3 children are taught Music as part of the Leicestershire Music Hub WCET (Whole Class Ensemble Teaching). They learn how to play Djembe drums and chants from different cultures that work alongside their drumming knowledge.

In Year 4 children are taught by a Choral Director as part of the ‘*DioSing!*’ project which is delivered by the Diocese of Leicester Cathedral. Through singing songs, children learn about the structure and organisation of music. Teaching focuses on developing the children’s ability to sing in tune and with other people, learning to read simple notation and working towards a performance at the end of the Year which takes place in the Leicester Cathedral.

In Year 5 and 6 children build on previous learning, and develop descriptive skills in music lessons with their class teacher. Children also have the opportunity to deepen their understanding of music traditions and cultures through cross curricular opportunities by following the LSMS lessons. Children are also able to extend their own musical interests when creating their end of year leaver’s production.

Content /Learning Outcomes

During Nursery and Reception pupils will have the opportunity to:

- Sing simple songs
- Explore a variety of sounds and sound patterns
- Dance and/or move to music
- Communicate their ideas, thoughts and feelings through music

During Key Stage 1 pupils will have the opportunity to:-

- Sing songs and/or speak chants by using their voices expressively
- Play tuned and untuned instruments musically
- Create short composition by using the basic elements of music with increasing confidence, imagination and control
- Explore and listen to a range of music to show the way sounds and silence can create different moods and effects

During Key Stage 2 pupils will have the opportunity to:

- Play and perform in solo and ensemble contexts
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, historical periods and from great composers and musicians.

Differentiation

Teachers will use a range of teaching and learning approaches and a variety of activities to engage and motivate pupils of all abilities. The LSMS has differentiation built within it. This process includes differentiation by:

- Adjusting tasks
- Providing different tasks
- Use of a wide range of resources/materials which are selected to meet pupils' needs
- Support offered to pupils
- The response to work and learning given by the teacher
- Appropriate grouping of children

Assemblies and Performance Opportunities:

Children will learn the names and begin to recognise historical and popular pieces of music through a brief introduction during whole school assemblies and develop an appreciation for a multitude of genres of music during assemblies.

- Reception/Nursery and Key Stage 1- Christmas performances
- Year 3 – Drumming performance
- Year 4 – Singing Performance
- Year 5- Work display for parents and other classes – singing showcase of music lessons
- Year 6- Leavers Assembly
- Whole School Singing during assemblies (many with BSL signs)
- Key Stage 1, 2 and Reception/Nursery – Each phase have tri-weekly singing assemblies

Assessment, Monitoring and Review

- Long Term – yearly module planning sheet
- Medium Term – six week module planning. Lessons may be taught in chunks in line with the Leicestershire Music Scheme.
- Short Term – module plan is reviewed and activities evaluated after each lesson. These are used to inform future planning and adapted when required. Using the lessons from the Leicestershire Music Website are the most up to date and are regularly reviewed and updated by the Leicestershire Music Hub.

Assessment for learning is ongoing in music lessons, mainly through observations and questioning of pupils. Teacher will record some key lessons to share with the Music co-ordinators for monitoring and to look back over the year in order to look at the progression of the children over the year. Children will also be assessed at the end of each year against Target Tracker statements.

The Music Co-ordinator produces a RAP which decides key areas for improvement. Through the RAP, the Music Co-ordinator undertakes monitoring, evaluation and feedback through lesson

observations, planning scrutinies, watching videos filmed by the class teachers as work evidence and pupil surveys. The work of the Music

Co-ordinator also involves raising the profile of Music in the school including organising extracurricular and performance activities.

Inclusion

Every child at Scraftoft Valley Primary School has the right to be included in all learning opportunities. Although this may be explicit in Special Educational Needs (SEN) and Equal Opportunities Policies, our approach in any curriculum area is to prepare every child with the necessary skills, knowledge and attitudes to equip them for a positive role within society.

Inclusion should create self-confidence and self-esteem in every learner so they can facilitate their own development. Which is why we have now introduced some songs with BSL signs for the whole school to learn.

Special Educational Needs and Disability (SEND)

Music is a non-core subject within the National Curriculum, and so each child at Scraftoft Valley Primary School regardless of age, race or gender has an entitlement to be taught at an appropriate level to fulfil their potential in this area.

Children are taught Music from the nursery onwards. Children with Special Educational Needs are identified as early as possible and their needs addressed in accordance with the school's Special Educational Needs Policy and with reference to the S.E.N. Code of Practice.

Children with SEND are able to join weekly Singclusive sessions to support them to further explore music and rhythm. Songs with BSL signs are also being learnt by the school to support the communication of all children across the school.

Resources

The school is equipped with a variety of tuned and untuned percussion instruments stored in the Music cupboard. We also use equipment lent to us by the Leicestershire Music Hub website which is updated regularly.

Health and Safety

- Children and staff will be taught about Health and Safety issues and care of resources
- All Health and Safety issues will be in accordance with the School's Health and Safety policy

Equal Opportunities

EQUALITY AND DIVERSITY STATEMENT

(Please refer to our Single Equality Policy and equality objectives)

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- Eliminate discrimination,
- Advance equality of opportunity
- Foster good relations

We understand the principal of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

A protected characteristic under the act covers the groups listed below:

- Age (for employees only),
- Disability
- Race (includes ethnic or national origins, colour or nationality)
- Gender (including issues of transgender)
- Gender reassignment
- Maternity and pregnancy
- Religion and belief (includes lack of belief)
- Sexual identity
- Marriage and Civil Partnership (for employees)

We also welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

In fulfilling our legal obligations we will:

- Recognise and respect diversity
- Foster positive attitudes and relationships, and a shared sense of belonging
- Observe good equalities practice, including staff recruitment, retention and development.
- Aim to reduce and remove existing inequalities and barriers.
- Consult and involve widely
- Strive to ensure that society will benefit

Review

This policy will be reviewed every three years or revised in the light of any new legislation.