



Music Policy

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Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

Music Curriculum Rationale

At Light Years School we provide an enjoyable, immersive experience that motivates children to gain a secure understanding of music and enables them to develop creatively. The curriculum meets the national curriculum requirements for music by setting out a broad and balanced sequence of learning that ensures progressive skills development. We offer a range of opportunities for the children to gain confidence and express themselves freely through different elements of music. The curriculum enables the children to learn what 'music' is through different forms, singing, performing, listening, composing, and evaluating across a range of different styles, traditions, and music genres.

All children will have access to weekly music lessons with a member of school staff, following the 'Music Express' curriculum. Light Years will also provide opportunities for the children to explore different instruments and forms of music through musical workshops such as African drumming.

Music allows our children to become confident, independent, and passionate learners.

Music Curriculum Intentions & Implementations

Music Intent

The Light Years Music curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which allows our pupils to express themselves and use music as a tool for communication. It is a subject for all pupils, whatever their own family background, prior experience and personal beliefs and practices.

At our school, the intent of our Music curriculum is to foster a love for music, develop musical skills, and nurture creativity in our pupils. We believe that music education plays a pivotal role in promoting cultural understanding, emotional well-being, and the overall personal development of our students. Our intent is aligned with the most recent Ofsted inspection framework, ensuring that all pupils receive a high-quality music education that is well-sequenced, broad, and balanced.

Music Implementation

Sequencing and Progression

The implementation of the Light Years School Music curriculum is carefully designed to ensure sequential learning and progression through the implementation of Music Express. Lessons are structured to provide a secure foundation in key musical concepts and skills, enabling pupils to build upon their knowledge and abilities as they advance through the school. Our scheme of work ensures that pupils have regular opportunities to revisit and deepen their understanding of musical elements, such as rhythm, melody, harmony, and dynamics, in a variety of contexts.

Developing Musical Skills and Knowledge

We recognize the importance of practical music-making experiences in developing musical skills. The Light Years Aspirational Curriculum provides ample opportunities for pupils to engage in singing, playing instruments, and participating in ensemble performances. We offer a wide range of instruments for pupils to explore, ensuring that access to instrumental learning is inclusive and equitable.

Our music lessons will be delivered by highly skilled specialist teachers who possess a deep understanding of pedagogy and subject knowledge. They use a range of effective teaching strategies, including modelling, questioning, and scaffolding, to support pupils' musical development. Pupils are encouraged to actively participate in lessons, express their creativity, and collaborate with peers, fostering a positive and engaging learning environment.

Cultural Diversity and Musical Appreciation

An exceptional feature of our Music curriculum is the promotion of cultural diversity and fostering of musical appreciation. We believe that exposing pupils to a variety of musical styles, genres, and traditions enables them to develop a broader understanding of their own culture and the wider world.

We actively celebrate and explore music from different cultures, including those within the United Kingdom and beyond. Through curriculum enrichment activities, visits to concerts, and workshops led by professional musicians, we expose pupils to a range of musical traditions, instruments, and performers. This approach nurtures a deep respect for diversity, encourages critical thinking, and develops pupils' ability to evaluate and respond to musical performances.

Music Curriculum Impact

The Light Years Music Curriculum has a positive impact on pupils' personal development, academic progress, and cultural awareness. By implementing our intent effectively, we observe the following impact:

Personal Development

- Pupils feel confident expressing themselves creatively through music, building their self-esteem and overall well-being.
- Pupils demonstrate resilience, perseverance, and problem-solving skills when faced with challenging musical tasks.
- Pupils develop a deep appreciation for different musical styles, fostering empathy, and understanding.

Academic Progress

- Pupils make significant progress in developing their musical skills, as evidenced through regular formative and summative assessments.
- Pupils transfer their musical knowledge and skills across other areas of the curriculum, improving their overall academic attainment.
- Pupils develop a strong foundation for further musical exploration in secondary education.

Cultural Awareness and Understanding

- Pupils develop respectful attitudes towards different cultures, promoting positive social cohesion within our school community.
- Pupils demonstrate a broad understanding of diverse musical traditions, contributing to the development of their cultural capital.
- Pupils actively participate in local and national music events, showcasing their musical talents and celebrating cultural diversity.

The intent, implementation, and impact of our Music curriculum reflect best practices in music education. Through our outstanding provision, we ensure that all our pupils have opportunities to develop their musical talents, explore their creativity, and appreciate music as an integral part of their lives.

Music Leadership – Roles and Responsibilities

The appointed subject leader is responsible for its intent, implementation, and impact. The role of the subject leader is to:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Provide a strategic lead and direction for Music.
- Support and advise colleagues on issues related to the teaching and learning of Music.
- Monitor pupils' progress in Music ensuring that key skills are evidenced in outcomes.
- Provide efficient resource management for the subject

Personal Development within the Music Curriculum

Personal Development intentions are to ensure that all Pupils:

- are provided with a curriculum that offers opportunity to be exposed to a variety of beliefs and principles in which clear ground rules are set in line with the core values of the school including fundamental British Values.
- reflect upon their own beliefs and values and respect those of others.
- have British Values embedded within the curriculum to prepare them for life in modern Britain when they depart from the school.
- have awareness of career options and will feel confident in identifying and recognising how the curriculum may lead to these careers.
- enrich their learning through Personal Development afternoons as well as extra-curricular activities on offer throughout the school curriculum.

Music Safeguarding Statement

Safeguarding Statement

Safety and safeguarding is the core theme throughout the pupil's life at Light Years School. Through the safeguarding culture at school, we aim to help prepare the pupils for the next stage of their education. At all times we aim to foster resilience alongside a calm environment.

School leaders ensure that Music materials do not promote any partisan political or extremist religious views during their conduct or teaching.

Music Curriculum Overview

Year 3 and 4

To provide a sense of progression and to ensure appropriate transition:

The unit at the **beginning of the year (Autumn term)** is taken from the younger age group

The unit at the **end of the year (Summer term)** is taken from the older year group



Autumn Year A	Spring Year A	Summer Year A	Autumn Year B	Spring Year B	Summer Year B
Environment Year 3	In the past Year 3	Buildings Year 3	Communication Year 3	China Year 3	Ancient worlds Year 3
Sounds Year 4	Time Year 4	China Year 4	Poetry Year 4	Singing Spanish Year 4	Buildings Year 4
Poetry Year 3	Food and Drink Year 3	Human Body Year 3	Time Year 3	Sounds Year 3	Human Body Year 3
Communication Year 4	Ancient worlds Year 4	Singing French Year 4	Environment Year 4	In the past Year 4	Food and drink Year 4

Year 5 and 6

To provide a sense of progression and to ensure appropriate transition:

The unit at the **beginning of the year (Autumn term)** is taken from the younger age group

The unit at the **end of the year (Summer term)** is taken from the older year group



Autumn Year A	Spring Year A	Summer Year A	Autumn Year B	Spring Year B	Summer Year B
Our community Year 6	Life cycle Year 5	Keeping healthy Year 5	Communications Year 5	At the movies Year 5	Celebration Year 5
Journeys Year 6	Growth Year 6	World unit Year 6	Roots Year 6	Class awards Year 6	Moving on Year 6