



Valence School
enabling independence

Valence School



Music



Development

Plan

Our vision for Music

At Valence School, music is an important subject that children take part in and flourish. No matter what their needs are, we aim for everyone who has Music or Expressive Arts lessons to be exposed to musical experiences and gain from their time in lessons. Music is a unique form of communication that can change the way children feel, think and act, and it forms part of an individual's identity. At Valence, we strongly believe that positive interaction with music can develop children's competence as learners and increase their self-esteem.

Music brings together intellect and feeling and enables personal expression, reflection, and emotional development. Valence Music education encourages active involvement in different forms of music making, both individual and communal. Music is beneficial to everyone because it develops the learners' critical skills: their ability to listen, to appreciate a wide variety of music, and to make judgements about musical quality. It also increases self-discipline, creativity, aesthetic sensitivity, and fulfilment.

Our bespoke Primary Music Curriculum offer is designed with a strong emphasis on sensory exploration in alignment with the individual needs of our pupils. By focusing on these aspects, we aim to enhance pupils' attention as well as the emotional well-being of students while nurturing their musical abilities.

The Music curriculum is tailored to the needs of the students and is differentiated for each Pathway. Keller Pathway have a focus of sensory music, listening and exploring. Simmonds Pathway focus on sensory music, listening, exploring and making. Hawking Pathway focus on musical exploration, listening and appraising and making music.

To further support inclusive Music education at Valence, we have invested in the Count Me In! Resource Book, a comprehensive tool designed to provide an inclusive music framework that supports accessible music learning, and this is used throughout the year with our Keller pathway students.

PLAN OF ACTION

Area	Category	Actions <i>Meaningful tasks that contribute towards achieving the given objective</i>	Deadline	KPIs/Evaluation Criteria <i>Ways of monitoring progress/ achieving your objective</i>	RAG
School Life and Opportunities	Partnerships	<ul style="list-style-type: none"> • To reach out to local accessible arts and cultural organisations that we could potentially create partnerships with. • To work alongside local accessible arts and cultural organisations to create partnerships with. • To establish partnerships with accessible arts and cultural organisations that have a positive impact on outcomes for a wider group of children, young people and staff. 	Ongoing	<ul style="list-style-type: none"> • Have there been any emails sent to or visits to local accessible arts and cultural organisations? • Have any visits been made by students or have they visited school? • Has there been measurable impact for a wider group of children, young people, and staff? 	
Singing	Singing Assemblies	<ul style="list-style-type: none"> • To timetable weekly singing assemblies for primary students into the last 25 minutes of the day 14:45-15:10 once a week. • These could take place on Teams then one altogether once a term in the hall. • Music Lead will work with primary teachers to work towards a song to perform for the in person assembly. 	To be timetabled in to start next academic year.	<ul style="list-style-type: none"> • Have TLLT agreed weekly singing assemblies would be a good idea for Primary classes? • Has the person in charge of timetabling timetabled in weekly singing assemblies for Primary classes? • Has the Music Lead met with Primary staff to collaborate and share ideas of songs that we could work on. • Has the Music Lead planned and delivered singing assemblies weekly. 	

PLAN OF ACTION

Area	Category	Actions <i>Meaningful tasks that contribute towards achieving the given objective</i>	Deadline	KPIs/Evaluation Criteria <i>Ways of monitoring progress/ achieving your objective</i>	RAG
Curriculum	Curriculum Design	<ul style="list-style-type: none"> • Music Lead to create a programme of music to be played in the main hall during lunchtime, and when students arrive and leave school. This programme will be linked to the music curriculum and students will be encouraged to make the links. • Music Lead to meet with the primary teaching team on a termly basis to discuss curriculum planning to ensure that teaching topics are aligned. • Music Lead to put together a wish list that will enhance the Music curriculum. 	Ongoing	<ul style="list-style-type: none"> • Are students engaging with the music programme? • Has a termly meeting been arranged between the Music Lead and primary teaching team? • Has Music Lead written a wish list and ordered items which will enhance the music curriculum? 	
Curriculum	Assessment	<ul style="list-style-type: none"> • To set up and use Sounds of Intent as an assessment tool. • Music Lead to create a programme of music to be played in the main hall during lunchtime, and when students arrive and leave school. This programme will be linked to the music curriculum and students will be encouraged to make the links. • Music Lead to meet with the primary teaching team on a termly basis to discuss curriculum planning to ensure that teaching topics are aligned. 	Ongoing	<ul style="list-style-type: none"> • Music Lead to be given time to set up assessment criteria on Evidence For Learning and create pupil profile documents for assessment. • Music Lead to meet with staff in classes using SOI as a framework to train in how to use the assessment criteria and the evidence needed. • Are students engaging with the music programme? • Has a termly meeting been arranged between the Music Lead and primary teaching team? 	