

Music Development Plan 2024-25

Broke Hall Primary School

How does your provision ensure every aspiring musician in your school can access the high-quality opportunities they need?

Vision and Intent

Through playing, singing, creating and performing, children will develop confidence, communication, thinking and creative skills and improve their emotional well-being. The different cultures within the school will be celebrated as the children learn songs in different languages. It is our vision that every child adopts an understanding and love of music which they can carry with them for the rest of their lives.

We do this by:

- Exploring how sounds are made and can be organised into musical structures.
- Showing how music is produced by a variety of instruments.
- Teaching how music is composed and written down.
- Developing the interrelated skills of composition, performance and appreciation.

Our plan for delivering high-quality music education and supporting children's progress

What do we include in our provision at Broke Hall?

In the classroom

Beyond the classroom

Curriculum

High quality music provision

What will we do next?

High-quality weekly music lessons

Music Specialist employed by the school for 3 days a week.

Planning is based on a spiral curriculum with small, incremental steps in learning.

Music is inclusive for all learners.

Music is taught consistently for every year group every week across the year and is within every timetable.

In Early Years music is delivered through a CUSP scheme based around stories and themes. This is taught as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, Exploring & Playing. Children are encouraged to engage with sound and opportunities are planned for during the day and singing is integrated throughout their learning of other subjects.

KS1 music turns musical play into playing musically.

Pupils in KS1 are taught by our music teacher. Planning is written by the music specialist using the musical instruments that are designated for the specific year group(hand bells, ocarinas and recorders) alongside the Charanga scheme and class teachers are encouraged to share listening from the

Continue to develop planning to suit needs of pupils.

Use pupil voice to develop planning.

Support EY staff to plan topics

Develop EY practice to include musical questioning.

Use music tech appropriately for pupils in EY to make their own choices about independent listening.

Increase use of recordings for reflection and self-evaluation.

<p>weekly music list which covers many genres and encourages music appreciation.</p> <p>KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory.</p> <p>Pupils in KS2 have music lessons for an hour a week with the music specialist. These lessons include tuition in Ukulele, violin as well as Djembe drums and percussion instruments. These instruments are taught alongside the Charanga scheme with bespoke planning from our music specialist.</p> <p>Music tech is taught in units in Y6. iPads are used and children develop Garageband skills across units and iPads are used as an instrument as appropriate to support inclusion and access for pupils.</p> <p>Children are given opportunities in lessons across both key stages to compose their own pieces and there is specific music vocabulary to be taught progressing in difficulty as the children move up the school.</p>	<p>Staff CPD and training on use of iPad/recording and what to use for it. Create, share and embed list of questions to use for reflecting critically on learning.</p> <p>children to develop an understanding of the history of music by using the learning timeline to place and sequence pieces, spotting links between them and seeing the history of music develop.</p> <p>Look for opportunities to community events.</p>
<p><u>Vocal provision</u></p> <p>20 minute weekly separate key stage singing assemblies led by music specialist. Focus on enjoyment and being part of a massed choir rooted in skills development. School sing at times of celebration and massed events.</p>	<p>Including a greater number of songs in different languages Encourage singing to be used to support developing class ethos and to support learning across the curriculum</p>
<p><u>Listening Curriculum</u></p> <p>A listening curriculum has been planned to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds. Each week there is a theme/ genre/instrumental family focus. One piece of music is identified and used for the week as children enter assemblies, response tasks are used in class as appropriate.</p>	<p>Continue to ensure equal balance between male/female and diverse range of composers/musicians</p>
<p><u>Performance opportunities</u></p> <p>Music outcomes are often shared and performed live to parents</p> <p>At the end of the year violin and ukulele performances are shared in year 4 and 5. Year 6 produce a drama musical at the end of the year and each year group has a music share during the year.</p>	

<p>The school choir has the opportunity to perform at different events such as school fairs, carol services, local community Christmas lunches as well as the Big Sing at Snape Maltings.</p>	
<p><u>Communicating</u> Secondary Pass on information about instrumental learners. <u>Transition</u> Year 6 perform at the local high school in a Christmas concert</p>	<p>Contact secondary schools again. Look at possible performance opportunities for their students/staff.</p>
<p><u>Annual action plan</u> Each year areas identified to move music on and maintain high priority.</p>	
<p><u>Co-curricular - Beyond the classroom</u></p>	
<p><u>Instrumental learning</u> Free instrumental group lesson in violin during a lunchtime group for children who wish to practise. Opportunity to join band academy to learn a band instrument. Performances to other children and parents are built into this programme.</p>	<p>Continue to signpost ensemble opportunities outside school community Advertise the choir to new KS2 students in assemblies</p>
<p><u>Vocal</u> Free choir session open to ks2 after school as a club. This choir attends many events in the community as well as attending 'The Big Sing at Snape.</p>	
<p><u>Progression strategy</u> Instrumental learning inclusive for ALL pupils. Adaptions made where needed. In school ensemble opportunities mapped out as part of provision. Children identified for external groups and parents signposted. Instrumental learning shared with parents School & local vocal progression routes shared with parents</p>	
<p><u>Career pathways</u> Continue to identify music careers through learning in classroom and external experiences. Signpost parents to opportunities outside of school.</p>	

<p style="text-align: center;"><u>Leadership</u> <i>Where are we now?</i></p>	<p style="text-align: center;"><i>What will we do next?</i></p>
<p>Executive Principle/ Governors Incredibly supportive Senior management who believe in power and value of music education. Free instrumental provision and music specialist teacher.</p>	
<p>Subject Leaders Experienced subject leader and music specialist. Access to CPD throughout the year: national - Music & Drama Expo, Wolsley 550. Support other schools in trust with musical thinking and training for their teachers.</p>	
<p>Teachers Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.</p>	<p>Music specialist to monitor new CUSP planning in EYFS</p>
<p>Pupils Pupils who LOVE music, who value enrichment opportunities and love musical learning. They say: ‘Music is fun. I love the singing in Mrs Waldock’s class’ ‘I love playing the Ukulele’ ‘I like playing in a band, the electric guitar is really cool!’ ‘I like playing the drums, I’ve got really good rhythm’ ‘I love performing with the choir, it’s really fun’</p>	<p>Pupil voice to inform future planning</p>
<p style="text-align: center;"><u>Communities & Partnership</u> <i>Where are we now?</i></p>	<p style="text-align: center;"><i>What will we do next?</i></p>
<p>School community – support musical events. Continue to work closely with other schools in the Trust. HSA – supportive of events, providing some funding towards travel.</p>	<p>Build up a music relationship with the local hub Find opportunities to perform within the community, invite community members in to perform to our children. Look into ways that music can help our SEND children invest in modern listening device and headphones for SEND children.</p>