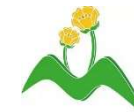


Music Development Plan Summary: The Meadow Community Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	August 2024
Date this summary will be reviewed	August 2025
Name of the school music lead	Danielle Steed
Arts Hub Lead	
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	Rock Steady Music

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum Music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Curriculum – At The Meadow, we use the Leicestershire Music Hub Primary Scheme across the school.

The LM Primary Scheme is a whole school music scheme that can be used by non-specialist primary teachers to teach the subject content of the National Curriculum and the expectations of the Model Music Curriculum (MMC). This is achieved through a progressive approach that builds on substantive and disciplinary knowledge being taught through the 6 units of work.

Children will develop and secure the substantive knowledge of the interrelated dimensions of music. While each Unit has a key focus, each one is built around all of the inter-related dimensions of music, taking a holistic approach to the development of musicianship.

Substantive knowledge in the scheme also involves learning about music across a range of historical periods, genres, styles and traditions.

Disciplinary knowledge requires knowing how to interpret and apply this knowledge in practice to sounds and create music, whether singing, playing instruments, improvising, composing and performing. The LM Primary Scheme focuses on the practical application and interpretation of substantive knowledge through disciplinary knowledge to develop creative, original musical work. Children work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others. They learn to construct and deconstruct music to further their own ability to compose and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work. By bringing this all together through regular music making, each year group can build on the previous one, enabling children to be ready for the next stage in their musical education.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, 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.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Leicestershire Music Hub Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and bi-weekly.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Structure – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria which is used by both the teacher and the children to assess the lesson's work.

2. An introduction starter or recap of prior learning. The starter could include sound clips/images to actively gain the children's attention and immerse them in the music. Often this active listening will involve a game or active participation.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Model music curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' In Key stage 2 our children are taught a whole class instrumental programme for recorders.

The children in Key stage 2 are also taught the boom-whacker. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation.

Knowledge organisers - Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key vocabulary used progressively throughout the key stages.

Planning - Our overview plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The overview plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met

by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

To ensure teachers can assess the children progress, our assessment requires the last lessons composition/performance to be recorded. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels (digital access)
- keyboard & piano
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- drums
- Sing Up free resources only
- Ipad resources- Music Technology

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

Part B: Extra-curricular Music & Enrichment

Rock steady Music come into school to provide 1:1 or small group peripatetic music lessons for drums, guitar, violin and piano, which also provide children with experience of making music. An increasing proportion of pupils are involved. This also gives the opportunity for the children to perform at the end of a term with a concert for the school to watch.

LM HUB have previously come into school to deliver whole class recorder workshops and to support teaching staff in their delivery too. Each child also received their own recorder as part of the session to promote and encourage learning an instrument. LM music hub offer support and workshops- consider what we can use and invest in for future year groups.

Part C: Musical Experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

During the year, pupils in FS, Key Stage 1 and 2 also have the opportunity to perform with our school performances at key events such as Harvest, Christmas, Easter and end of year celebrations.

Small-scale performance takes place throughout the year in the form of school assemblies and for parent assemblies where the children often sing and perform as a class.

Singing and songs are used by staff to engage and enrich wider learning in the curriculum. Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally. Parents and carers actively support music making, through support at events and through home learning.

In the future

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

CPD and capacity planning – plan CPD for classroom teachers and support staff to increase confidence in singing in the classroom and delivery.

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities? Maintain ongoing contact.

Look at the Music Mark Membership- is this something we could consider doing?

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Spring Music Showcase Concert – for visiting music teachers’ students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

School choir

School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra. Attempt a music ensemble paid for by children to be run by a visiting music teacher.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)

Further information (optional)

Collaboration - The school is part of Symphony Learning Trust. The Music Subject Leader participates in termly Subject Development Group meetings.

CPD - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Teaching support staff of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class. Staff are able to access training via National College Online.