

Music development plan summary: Whaley Thorns Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	04.07.24
Date this summary will be reviewed	04.07.25
Name of the school music lead	Olivia Webster
Name of school leadership team member with responsibility for music (if different)	Joanna Crook
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Charanga Rock Steady

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.

Our Music Curriculum begins in Early Years. Music is interwoven through all our areas of learning and development. Music is a way of exploring, communicating and responding to experiences. Making music with others can be a social experience. This interaction with others, whether this be with one other person or a group, is personal to each individual and is often an expression of feelings. All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being a human being. Music is a core component of children's learning and should be shared with young children to ensure that they have broad, balanced and rounded experience within childhood and beyond.

Our Music Curriculum is supported by Charanga. Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021.

This Scheme provides clearly-sequenced units and lessons with week-by-week support for each year group. There are lesson plans, assessment documentation, a clear learning progression as well as engaging and exciting songs and resources to support every lesson.

Our Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing their musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

Music Long Term Plan

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
EYFS	Me	My Stories	Our World	Everyone	Big Bear Funk	Reflect, Rewind, Replay
Year 1/2 Cycle A	My Musical Heartbeat	Dance, Sing and Play	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together
Year 1/2 Cycle B	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Year 3/4 Cycle A	Writing Down Music	Playing in a Band	Composing Using Your Imagination	More Musical Styles	Enjoy Improvisation	Opening Night
Year 3/4 Cycle B	Let Your Spirit Fly	Glockenspiel Stage 1	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
Year 4/5 Cycle A	Musical Structures	Explore Feelings When You Play	Compose with Your Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go On
Year 4/5 Cycle B	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Freedom to Improvise	Battle of the Bands
Year 6	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Style Connect Us	Improvising with Confidence	Farewell Tour

Curriculum Reflections are used to assess learning outcomes for pupils. From Year 1-6, children have an average of 1 hour a week music lessons timetables within the curriculum.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

In 2024/2025 we are going to be launching 'Rock Steady' (chargeable £20 per calendar month music lessons) for children. This program allows children who wish to participate to have a 30 min weekly session (in addition to the music curriculum) whereby they can:

Learn to play in a band

Learning an instrument. Children choose from the electric guitar, keyboard, drums or vocals and enjoy playing in a happy, supportive environment with their friends.

Develop a love of music

The Rocksteady Programme is for all children aged 4-11 and is proven to progress musicianship, confidence and teamwork skills with no prior experience necessary.

Lead by real musicians

All Rocksteady Band Leaders are carefully chosen, extensively trained musicians who know how to inspire a life-long love of playing music.

Regular live performances

Play on stage in termly concerts at school assemblies

These sessions are underpinned by the following values:

Confidence

Lessons and concerts help children achieve together, boosting everyone's confidence. Knowing they have the support of their bandmates gives children a safe place to try new things.

Wellbeing

Playing an instrument is proven to reduce anxiety and promote emotional wellbeing, which improves overall happiness inside and outside school.

Resilience

As a band, children work together to overcome challenges, problem solve and set their own goals. Creating positive learning behaviours to help them progress at school.

Attainment

Learning to play an instrument improves children's memory, numeracy and literacy, boosting their achievement at school and supporting a lifelong love of learning.

Behaviour

Learning an instrument develops the part of the brain that deals with behaviour regulation and motor skills, improving children's focus and progress in class.

Inclusive

Playing in a band is a great leveller. Everybody starts at the same point regardless of ability, which can have a huge impact on children with special educational needs or those with English as an additional language.

In addition to this we have a school 'Music Club' which allows all pupils, free of charge the opportunity to progress in music beyond the classroom.

On our school communication system, Class Dojo we publicise events where families may be able to experience musical showcases. This includes the local secondary schools productions, local theatre shows and community events.

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.

Throughout the year, all children have multiple opportunities to perform. We have weekly singing assemblies for the whole school where a broad selection of songs are chosen to reflect our diverse, inclusive curriculum. These have also been selected in line with the Model Music Curriculum. At the start of each daily assembly, music is shared with the children. The 'Year of Music' has been designed to reflect theme weeks, cultural events and celebrations as well as ensuring children are exposed to a wide genre of music.

At the end of the Autumn Term, all children have the opportunity to perform. This could be through a school nativity performance or in a carol concert at the local church. The whole school also participate in a Trust-wide signing concert where we collaborate with other schools within the Trust and come together either online or in person for a concert.

At the end of the Spring Term, all pupils perform a singing concert to parents as a whole school event.

At the end of the Summer Term, pupils in Year 6 perform an end of year play which is performed to the school, parents and other key stakeholders such as Governors.

Within our curriculum planning, the school follows an Oracy Progression Grid which supports and monitors progression within oracy and specifically within the performance strand.

Linked to the curriculum, there are other musical events and activities to broaden children's experiences.

In the future

This is about what the school is planning for subsequent years.

In the future, we are looking to further develop our music curriculum by developing a school choir and by increasing the range of instrument tuition available to the children.

Further information

Derbyshire Music Hub offers further information and support for schools and families about musical opportunities. More information can be found by visiting their website:

<https://www.derbyshiremusichub.org.uk/home.aspx>

More information regarding the Whaley Thorns Music curriculum can be found on the school website including our Communication agenda and Oracy progression grid which both support the development of music through the school.