

Development Plan	Music		2024 - 2025
<p>We aim to bring music to life in the classroom through relevant inspiring musical projects. Their learning will expose them to a vast variety of Music past and present, from the UK and around the world. Children will build musical fluency empowering them to realise creative expression through music for pleasure and as a career.</p> <p>We aim to bring music to life in the classroom through inspiring musical projects that are relevant to our children. Understanding art and culture is integrated into our daily life and learning and aspirational people from the world of music play a key role within our music curriculum.</p>			

Key Achievements to Date	Areas for further improvement as of July 2024
<ul style="list-style-type: none"> • Whole school singing assemblies and celebration events. Linked to aspirational figures and key calendar events. • Development of school choir has been a success and seen an increase in participation of club and events. • New scheme previously launched and embedded across school. • Young Voices participation in a professional capacity annually. • Opportunities for performances are frequent throughout the school year. 	<ul style="list-style-type: none"> • Music schemes are proving to not be engaging/purposeful for our children. • Music observations suggest that teaching is not engaging or inspiring and children are disengaged and unenthused. • Teacher knowledge is not consistent across the schools. <ul style="list-style-type: none"> • Skills are not taught explicitly/consistently.

A - Curriculum Music (Classroom Time)	<p>Across the school, Music is taught consistently by all staff. Through targeted, ongoing use of CPD time, staff are able to strengthen their own understanding of musical frameworks, providing pupils with consistent, high-quality teaching. Within the classroom, projects provide pupils with exciting, engaging opportunities to discover a range of musical genres in a variety of contexts. The Dimensions of Music are explicit within learning, building a bank of musical vocabulary students can use to appraise music and inform their own musical choices. In each year group, pupils have opportunities to: listen and appraise, perform and compose. We place an emphasis on peer assessment, encouraging constructive criticism with a musical justification. This aims to allow for individual ‘taste’ to be formed and for this taste to be articulated</p>
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musically. Our curriculum is written by a music specialist to ensure comprehensive understanding of key skills and terms is embedded throughout every key stage.

We utilise a large bank of instruments to serve as hands-on learning projects for each year group. Class sets of instruments (Keyboards, Ukuleles, Glockenspiels, Recorders, Violins, Ocarinas) are taught to develop performance skills as soloists but also as ensembles. Every key phase also has projects linked to singing skills. Hertfordshire Music Service's First Access scheme gives pupils access to an external specialist, teaching the violin. Pupils receive an hour long session of this a week. We aim to promote singing as an instrument by providing techniques focusing on aspects such as: breath control, diction, posture and vocal health. By giving pupils these techniques, we champion singing as a means of expression and pleasure.

EYFS use exploration as a tool to teach music. Children are exposed to a wide range of music through 'Music of the Week'. This is linked to PSED with children exploring how the music makes them feel and sharing their opinions about it. Children dance to this gaining a greater control of their movement. Children explore a range of instruments, experimenting with their timbre and dynamics. Children use 'Monster Phonics' songs to support learning letter sounds. Learning of nursery rhymes and other songs is intrinsically linked to other learning, such as relaying narratives and as a tool for repetitive learning (ie: 5 little Ducks). These cross-curricular links strengthen retention in learning, whilst engaging learners. Children have the opportunity to perform hymns/Christmas songs as part of a Nativity performance building confidence.

KS1 explore a range of music in varying genres and learn to use their voices, bodies and instruments (tuned and untuned) rhythmically and with varying dynamics for expression. Through this, pupils begin to learn how to feel the pulse of music. Learning is cumulative, building in knowledge year on year. Pupils learn to identify instruments commonly found in western music in both classical and contemporary settings and learn how these instruments are classified. Opportunities to create/compose music are largely improvisatory. Pupils will begin to use informal methods of notation (such as graphical notation) to record their work. Musical vocabulary will start. Previous learning is recapitulated and provides a basis for the next unit.

	<p>KS2 builds upon knowledge obtained in KS1. Each year group has 3 musical projects, designed to engage and enthuse learners; a listening/appraising project, an instrument project, and a composition project. This provides opportunity for comprehensive use of the key musical skills. Technical vocabulary will be introduced allowing learners to articulate their analysis of music effectively. Listening/appraising projects promote musical appreciation and extend/challenge musical tastes of learners. This is also the opportunity for pupils to learn about musical progression and how genres and styles evolved into each other. Pupils will consider how structures differ between styles and will be able to identify them; for example: binary/ternary form. Instrument projects (recorders, keyboard, ukulele and singing) give pupils opportunity to develop practical music skills, such as phrasing. Composition projects challenge pupil's to create a notated piece of music for performance, expression and self/peer-assessment. Years 5 and 6 will also utilise iPads and digital audio workspaces (DAWs) to create and experiment with software instruments and pre-made 'loops' to further understand how music is created today and collaborate to produce music. Year 6's school-wide learning will culminate with a composition project to create a piece of music for an intended purpose; a reflective song about growing older and preparing to move on to secondary school.</p>
B - Co-Curricular Music (additional outside of class)	<p style="text-align: center;">Clubs – Choir – Additional Violin Lessons</p> <p>Opportunities to Perform and see – Nativities R – Year 2, Pantomime Year 3, Musicals Year 4 – 6.</p> <p>Young Voices Performances. Local Performances for choir – Christmas Carols at Nursing Home, performances at Christmas and Summer Fayres. Special events throughout the Year are underpinned with vocal performing – Harvest Festival, Remembrance Service, leaver's Services. Each class performs a class assembly which includes musical numbers.</p>
C - Musical Experiences	<p style="text-align: center;">Annual whole school visit to the local pantomime show at the theatre. Weekly singing assembly linked to aspirational figures or themes of collective worship. First Access Violins – Year Three. Year 5 have access to Djembe Drumming workshop. Rock Star day for children to take part in Musical Workshops linked to self-esteem and resilience.</p>



Intent	Implementation	Impact (To be reviewed Half Termly)	Suggested Next Steps
<p>To ensure high quality, enjoyable music provision with clear curriculum coverage across all year groups by reintroducing high quality Music projects for each year group.</p>	<ul style="list-style-type: none"> • Music Coordinators have mapped out NC skills and knowledge across high quality projects for each year group. • Projects have been organised so that key skills are built upon and revisited to ensure they are secured and learnt to a high standard as opposed to being ‘covered.’ • Projects have been designed to be relevant, engaging and provide inspiration for children, including exposure to a range of music types, styles and artists. • Subject leaders will develop and ensure the implementation of Fluency slides to recap and build upon prior knowledge in every lesson. • Subject leads to develop bank of resources to support the teaching of key skills, such as glossaries and visual aids to support acquisition of skills and development of music vocabulary and terminology. 		
<p>To raise the profile of Music across the school to promote and foster children’s aspirations and extra-curricular hobbies.</p>	<ul style="list-style-type: none"> • The profile of singing and Music have been raised across the school through singing assembly, collective worship, class assemblies, choir performances and performances throughout the year. • Choir will be frequently advertised and used to perform in assemblies for all children to be exposed to. • Subject leaders to explore the possibility of music based after school clubs for children to 		



	<p>develop skills of specific instruments or elements of performance.</p> <ul style="list-style-type: none"> • Radio Peartree to be re launched and fostered to develop children to be actively using digital music software and as a means to inspire. • Consider a relaunch of artist of the week or Music of the week during singing assemblies. • Singing assemblies will be used to actively teach music skills and will be planned for in advance of the event, to link with assembly themes where applicable. 		
<p>To accurately and effectively monitor the progress of children across their year group, key stage, school journey against clearly identified skills.</p>	<ul style="list-style-type: none"> • Subject leaders will work to develop a rigorous system for assessing the coverage and progress of the skills for each year group, each term. • Subject leaders will monitor the data for Music which will be completed termly and identify trends and patterns. • Subject leads will use data to monitor the impact of teaching and learning and possible areas where teaching is not secure. • To plan how address weaknesses identified through further staff cpd. 		
<p>To gain a deeper knowledge of the strengths and weaknesses of Music teaching across the federation and action development where necessary.</p>	<ul style="list-style-type: none"> • Subject leads will use data to monitor the impact of teaching and learning and possible areas where teaching is not secure. • Subject leaders will monitor teaching through learning walks and lesson visits and through the use of pupil and staff voice. • Subject leads will offer opportunities to team teach Music and demonstrate subject specific knowledge and how this is relevant in lessons. 		



	<ul style="list-style-type: none">• Subject leads to deliver a staff development session in the second half of Autumn or Spring Term to support subject knowledge of teaching staff.		
To audit all teaching materials including instruments and create an inventory with a view to ordering specific materials for new projects.	<ul style="list-style-type: none">• Subject leads to take stock of all physical and electronic resources to create inventory.• Subject leads will identify any items that need replacing and any areas where further investment is needed to support the teaching of the updated projects i.e. access to Garage Band.		
Ensure outcomes/evidence is being recorded effectively and reflects knowledge and skills being taught.	<ul style="list-style-type: none">• Subject leads to monitor the recording of Music and set examples as skilled practitioners of how this can be achieved effectively.• Subject leads to monitor Music planning and recording termly.		