# Music development plan summary: Glenmere Community Primary School

## Overview

|  |  |
| --- | --- |
| Detail | Information |
| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | July 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Mrs. T. Dorrington |
| Name of school leadership team member with responsibility for music (if different) | As above |
| Name of local music hub | Leicestershire Music Hub |
| Name of other music education organisation(s) (if partnership in place) |  |

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 Glenmere, we use the Charanga Music Scheme across the school.  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.   Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Charanga describes its intentions for learning as; ‘Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn’t necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.’  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.  Charanga Primary’s Music scheme which has been designed as a spiral curriculum with the following key principles in mind:   * Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school. * Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth. * Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.   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.  **Intent**  Our aim is to prepare our learners for their future by giving them opportunities to gain knowledge and develop skills that will equip them for any eventuality. Our end points for music are as follows;  **End of KS2 and beginning of High School**  • Be able to use musical vocabulary confidently and accurately  • Recognise musical notation and interpret notation and symbols into beat counts  • Play a musical instrument  • To be able to practice and perform small ensembles/individual performances  • Understand various music genres and composers  • To compose pieces of music using previous and new knowledge  • To identify structures of songs and how compositions are made  • To classify instruments into orchestral groups  • To listen and appraise different music genres and make links to other subjects – develop an appreciation of music in general  • Recognise when and how music is used and why e.g. in films, adverts, ambience  • Relate music to feelings  **Future:**  • Appreciation of music genres and composers  • Be able to talk knowledgably in a social setting about music and contribute  • To learn an instrument to keep a person company through life e.g. Learning to play the guitar – to help relieve stress – relaxation  • To develop their own style and choice of music to both listen to and sing/play  • The ability to apply skills to learn other instruments  **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 Charanga 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 and there is a 15-minute whole school singing assembly led by the music coordinator each week.  We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:   * Performing * Listening * Composing * The history of music * The inter-related dimensions of music   Each unit combines these strands within a cross-curricular topic designed to capture pupils’ imagination and encourage them to explore music enthusiastically.  Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others’ music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.  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.  Key vocabulary is written on the board for each lesson to ensure it is being used correctly in lessons – this key vocabulary is also written on the road maps for each lesson for the children to refer back to.  Children will refer to Linked Learning grids and Road maps at the beginning of lessons to see where their lessons fit into the unit / curriculum.  There are Fast 2s in books for the children to complete at the beginning of each lesson. This will reflect on past learning from the last lesson and last unit.  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.  Teachers will assess throughout the lesson and provide deeper questioning to challenge all children. They will write notes in class assessment books to inform future planning and be able to provide support or challenge those at a greater depth level.  **Lesson Delivery** – Within each music session there will be the following elements:   * On worksheets stuck into books there will be a clear written Learning Objective with spoken shared Success Criteria which is used by both the teacher and the children to assess the lesson’s work; * A fast 2 grid which reflects on last lesson and last unit learning. * The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work. * This will comprise of listening and appraising a new song or piece of music. They may then compare this to the key song for the unit. The children are then prompted to answer key assessment questions from the scheme of work. Children will write down their responses in a given grid. This grid is the same across all year groups except Foundation Stage who do the questions verbally as a class. They may be provided with further questions verbally or written on their sheets to get them thinking a little deeper about the skills they have learnt, or to respond to the piece of music in more depth. * There may be warm-up games used to focus on the pulse or rhythm of the focus piece of music or song. * Children will then play, sing or compose pieces of music – compositions may include using technology (Links are created from the Charanga scheme and other Apps can also be used by staff for composition / supporting skills and knowledge) Videos of orchestral performances, songs by artists or films using key music will also be used to support visual understanding. * Children who feel they need to secure their knowledge will put their books into the red tray, which will be picked up by a teacher or TA and go through the work with them to support and ensure they are confident with the objective of the lesson.   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.  Charanga’s Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.  Below is an example of the Fast 4 and Response questions.    Below is an example of how to break down a more difficult structure to a piece of music, including specific key vocabulary. There is also a weblink to the live performance of the song to show the children what the artist looked like and the instruments being played.      **Music in EYFS** - We teach music in Foundation Stage as an integral part of the topic work covered during the year using the Charanga scheme 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:   * At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week. * In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term. * There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.   As a school, we decided that we wanted all of our children to have the opportunity to learn a musical instrument. All children have the opportunity to learn the glockenspiel as part of the Charanga curriculum; however, in addition to that, KS1 children will learn the recorder and KS2 will learn to play the ukulele as a stand-alone unit in the summer. These units will be taught by the class teachers with support from the music coordinator where needed. Teachers have had training to enable them to deliver good quality lessons and the scheme of work supports that using videos. This has been part of teachers CPD and upskilling them so that all teachers feel confident in teaching an instrument in music.   * Key instruments are; KS1 – recorder KS2 – ukulele All classes – Glockenspiel and non-tuned percussion instruments.   **Knowledge organisers -** Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key vocabulary that children will learn, alongside some key sticky knowledge for each lesson. These will be used in the Fast 2 recall grid at the beginning of each music lesson.  **Road Maps** – Road maps will provide a learning journey for each unit. It will outline what the children will be learning within the lesson, what they learnt the lesson before and what they will be learning next lesson and throughout the unit.  **Linked Learning** – Linked Learning grids will be in books and will give children key information learnt in that subject (possibly relating to the current unit) from the previous 2 years and the following year. Children will be able to use this to support their memory recall of prior learning. This may also be used to support teachers when planning questions for fast 2 grids at the beginning of lessons.  **Planning** – Our road maps outline the planning we have for each unit in each year group for music. The scheme of work provides all resources and unit objectives in line with the national curriculum. We have skills and progression grids which outline the intended learning and end points to ensure that all staff know where we want our children to be by the end of KS2 and for the future.  **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 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. Charanga has a SEND section which can be used if teachers feel it is appropriate – they will consult with the music coordinator and SENDCO should they feel it necessary, otherwise the original Charanga scheme will be used for all children.  **Cultural Capital**  Music is part of our very broad and balanced curriculum and includes a progressive vocabulary focus which provides pupils with the skills they need to be able to express and discuss their preferences.  We explicitly teach pupils the skills and knowledge they need to become creative, musically literate and capable of conversing about music to a high standard in any given situation. They have opportunities to develop the ability to play a musical instrument, which encourages them to continue this as they travel through life. Being able to play a musical instrument is a skill which can involve you in social situations, as well as develop an ability to learn how to motivate, persevere, and strive for excellence, as well as gives a sense of achievement and satisfaction. Music is a method of supporting mental health and wellbeing, so understanding this at a younger age can give children the tools to support themselves in being more mentally healthy and aware of how they can use music to address any difficulties they are going through.  **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. Teachers use an assessment book to note down children who have needed support in lessons or have excelled, which informs the next lesson and future learning. Any children showing Greater Depth in music will be challenged in lessons regarding playing of instruments, composition and deeper questioning and can be signposted to outside tutors if parents feel this is appropriate.  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 at the end of each term.  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:   * Percussion instruments * Selection of instruments from other cultures * Glockenspiels * Recorders * Ukuleles * Charanga Scheme of work online * Songbooks and Christmas Production packs * CDs * Music stands * Sing Up resources   Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Scaffolding and resources allow breadth of curriculum for all students, including music technology. The school iPads or Chrome Books are installed with applications which enable them to be used as instruments and for composition. |

## 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.

|  |
| --- |
| Glenmere has provided various music workshops, such as African drumming and steel pans. Whole-class tuition in KS1 and KS2 has now started and will continue to develop instrument specific skills. Their whole-class tuition programme through Charanga has provided a higher-level music education to meet the needs of our pupils and adhere to National Curriculum.  Workshops including forms of dance to different styles of music, are part of our enrichment curriculum and all children participate across all age groups. These include Indian, African, Street dance and maypole dancing and music is specific to these cultures / styles of dance.  We offer extra-curricular activities including recorders, ukulele, singing clubs. An increasing proportion of pupils are involved and a performance by the recorder, ukulele and choir clubs are given twice a year. Other opportunities to perform are provided such as Christmas plays or assemblies.  Sign language has been incorporated into singing assemblies.  Small-scale performance takes place in the community, building on existing school links e.g. Carols at the local home for the elderly.  Pupil Premium children in KS1 are given a recorder to take home and keep and KS2 children are given a ukulele.  Children are exposed to various genres through the curriculum, however we also wanted them to be able to see and hear examples of these genres on a regular basis, so we play a different musical genre every day while the children are coming into assembly. There are videos playing for the children to be able to see the instruments being played, to educate them on the different types of musical instruments and why they may be chosen in specific genres, for example the saxophone in jazz music. |

## 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 individual classes, which occur during the school year and contribute to the overall planning and time allocation for music.  Across all key stages, children have a range of opportunities to experience live musical performances and take part in musical performances, such as music and dance workshops, Christmas plays and nativities, theatre visits for pantomimes, the Year 5 Summer performance and music club performances.  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.  Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming, Rainforest music linked workshop, Steel pans.  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; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning. |

## In the future

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

|  |
| --- |
| 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 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.  Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: Young Voices, Summer Music Showcase Concert – for recorders, ukulele and choir ensemble; class assemblies for parents which may showcase musical performances in particular singing; Nativities and class/key stage productions.  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. PSA; local charities; fundraising in school from performances etc.)  **Development plan objectives for 2024 – 2025**  **To develop the skills of using the recorder and glockenspiel in Key Stage 1 and 2 and the ukulele in years 5 and 6**  *Links to Strategic Plan - 1. Quality of Education: To make further adaptions to the curriculum in focused subjects to ensure high quality work and final pieces.*  **To ensure teachers and children understand and use musical notation correctly for their year group.**  *Links to Strategic Plan - 1. Quality of Education: To make further adaptions to the curriculum in focused subjects to ensure high quality work and final pieces.* |