# Music development plan summary: Goostrey Community Primary School

## Overview

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| Detail | Information |
| Academic year that this summary covers | *2024/2025* |
| Date this summary was published | *June 2024* |
| Date this summary will be reviewed | *June 2025* |
| Name of the school music lead | *Mrs Sonia Sant* |
| Name of school leadership team member with responsibility for music (if different) | *Mrs Rebecca Cowell (Curriculum Lead)*  *Ms Alexandra Thompson (Music Governor)* |
| Name of local music hub | *The Love Music Trust* |
| Name of other music education organisation(s) (if partnership in place) | *Mrs Kate Hext*  *Percussionist for The Hάlle Orchestra* |

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.

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| *The National Curriculum (2014) is used as a basis for curriculum planning, together with the Chris Quigley Essentials document. Reception through to Year 6 will all have access to the Love Music Trust scheme of work and the newly resourced Music Express Books to complement the curriculum outline to be used for reference, vocabulary development, suggested activities to explore objectives accurately and creatively and we have a clearly structured vocabulary list to ensure thorough progression across all year groups. Year 5 music is delivered by the professional musicians from the Love Music Trust Wider Opportunities Scheme which will be enhanced by class teaching where appropriate. As part of this programme, the children can be awarded their Bronze, Silver and Gold Awards, all of which follow their progress and attainment. At times throughout the year, the children are also taught as a Key Stage to invest time in ongoing skills such as improving singing through ensemble work, singing in parts and maintaining skills such as breath control, phrasing, lyric pronunciation, alignment etc.*  *Dynamic music lessons begin in Reception Class where the children have fun exploring the vast array of instruments we have to offer and the chance to play them all with guidance. This then feeds into structured music delivery by the class teacher, supported by TAs. For those children who find many choices quite overwhelming, the teacher would limit choices to allow them to become involved more quickly and confidently. Again, as a starting point, children are encouraged to play their first choice of instrument so that they all start more confidently and enthusiastically but then to broaden their experience, swapping of instruments commences. Those children who may be a little reluctant to explore and learn would be positioned closer to the teacher, perhaps encouraged to work with a well-chosen partner or to be the conductor as a starting point. Some children don’t express a preference for singing and so they are not redressed for this, more encouraged to join in over time and provided with alternative ways to learn and develop musically like expression through actions and movement to music whilst developing their singing skills.*  *As music progresses into Year 1 and Year 2, if the children are playing instruments to accompany a song, they are supported to identify pitch and rhythm by clapping so all become confident before applying this when playing instruments. Children finding this more challenging, receive adult support with clapping rhythms or will use chime bars or un-tuned percussion to help develop a stronger sense of the pulse and rhythm. When beginning musical instrument expression, children are encouraged to use fingers before using beaters, again to build confidence and accuracy. When swapping instruments, those children who find choice and change challenging continue where they feel comfortable to allow musical progression.*  *When teaching more complex concepts such as timbre, ideas are simplified to begin with and rephrasing takes place to establish understanding and the concept before explaining the musical term for their learning. When creating timbre as a class, some children made water rattles which made it possible for them to join in the lesson fully. When it comes to performing, if some children find it difficult to remember how to play the instruments correctly, re-modelling is offered and support in groups is put in place. Strong scaffolding is always delivered when the class perform pieces together to help support all children, alongside actions and accessible words as reminders.*  *Throughout Year 3, videos of the children’s performances are filmed so that pupils can watch and see how well they have done, enjoy their performances and can then identify ways to improve. Mixed groups or pairs are often in place when working instrumentally or singing which calms those who are eager and supports all abilities. The teacher often joins in with groups and pairs to strengthen modelling. The idea that there is no wrong way to expressing music encourages all children to be musically creative, often with the addition of movement to music so pupils can become fully immersed. Those children who are keen leaders have the opportunity to lead, following the teacher’s example and then others take on the leadership role to allow experiences and progression for all.*  *In Year 4, videos are used to help demonstrate concepts and example compositions such as beat boxing etc. which the children enjoy. The teacher joins in to the joy of the children and 4/5 beatboxing sounds learned by all and their compositions were supported and guided where necessary. Songs and compositions are then split up to aid the learning process, perhaps taking a verse at a time and then putting it altogether using the resources which are displayed around the classroom. Children are always asked if they wish to perform in groups, pairs or individually. Most children are more than willing to perform but none are forced to do so.*  *As children move through the school and on into Year 5, they become fully involved in the Wider Opportunities Scheme where all children have the option of brass, woodwind and percussion instruments to play for that year. Those who can already play, are offered more challenging parts to play which stretches their development as a musician still further and of course they have access to other instruments to explore alongside. Pupils learn in smaller groups to begin with. Those who are complete beginners are then able to receive closer tuition to secure their foundations which they then build on throughout the year. Peer warm ups are common practise, offering children who wish to, the opportunity to lead warm up activities which again, extends their skills alongside and listening to each other which is vital to progress. Music is played in class every Wednesday throughout Year 5 as part of the children’s appreciation of all genres and being able to listen intently for longer to the highest quality recorded music. This skill and appreciation, prepares the children to attend the Come and play with The Hάlle concert in the Summer Term which is a true highlight of our musical calendar. To be consumed by such professional performance and to be able to take part and actually perform inspires like so other experience.*  *As part of our musical development in Year 6, the children receive a term of teaching from our musical lead in school who is able to fine tune and consolidate the children’s skills. The teacher works on securing their understanding of the musical vocabulary, bringing together the skills and knowledge they have learnt across the school and working on more complex compositions with specific attention to texture, timbre, dynamics etc. to create music fit for purpose. The children work on recording their own pieces as a group to then develop via editing technology in pairs or individually. Paired and adult support is offered throughout all projects.*  *The lesson allocation is approximately one hour per week for each class. However, this is often taught in blocks across the year.* |

## 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.

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| *We embrace all opportunities to develop music provision in school, both during class time and as extra-curricular endeavours. Peripatetic tutors offer weekly paired, group of individual music lessons on a wide range of instruments such as piano, keyboard, guitar, flute, saxophone, clarinet, drums, violin etc. and the Year 6 children can access the ‘Play it Again’ scheme to allow subsidised, weekly music lessons following up from Wider Opportunities - this also includes brass and woodwind instruments.*  *Mr and Mrs Hext, who are professional musicians for the Halle Orchestra also join us in school to complement the teaching and learning in Music, offering large group, weekly band sessions for children from Year 2 onwards. This allows all the children who currently play an instrument to join the bands to enhance their ensemble skills but many other members are simply music lovers who have access to a very wide of instruments, week in, week out and throughout the concerts, the children perform on several instruments, again giving depth to their musical skills and exploration. Our teacher in charge of Music runs a weekly choir for children from Years 4, 5 and 6 who also perform as part of Young Voices in Manchester each year which is another incredible experience for all who attend.*  *Our more seasoned musicians are always encouraged to join those orchestral/band opportunities which are locally provided such as Congleton Youth Orchestra, Knutsford Youth Orchestra and Lions Youth Band in Sandbach and many children have had successful memberships over the years and have travelled to perform, share and enjoy music.*  *Wherever possible, our school offers solutions to any financial barriers to musical exploration and works with our providers to offer the very best experiences for all of our students.* |

## 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.

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| *Children are encouraged to perform on many occasions, at school, in the wider community and beyond which also includes the prestigious opportunity to play with The Hάlle Orchestra at The Bridgewater Hall and be part of the mass choir at the Young Voices Concert each year. The children enjoy singing together in assemblies and particularly enjoy a rendition of our school song written and composed by a local musician. The children also perform as part of our school’s annual exhibition where our local community is invited to share in the very best our school has to offer, Christmas celebrations, our Year 6 production which is yet another highlight of our school year and moving to music with our South African friends from our twinned school who shared culturally diverse dance lessons with us all which was an absolute joy and a unique experience for the children and staff alike. Listening to professionally performed music and taking part in musical exploration is very important to our school. The children have been a part of Key Strings visits, Pop Choir performances and creating our own CD to celebrate the festive season.* |

## In the future

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

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| *When embarking on our next academic year, we have plans to incorporate more video footage of lessons and performances so that the children can listen and watch back their work to assess for positives and areas for development and they can see their own progression. We have bought a hard drive to store this evidence and plan to use if far more frequently now that we have invested in technology, including class iPads etc.*  *We will maintain our individual, paired, group, class, Key Stage and whole school performances across the year. These will include performances as part of our school exhibition In the Autumn Term, Christmas celebrations, Choir’s Concert in Manchester Arena in the Spring Term, Summer Term Year 5 Instrumental and Vocal Performance, Band Concert performances in the Summer Term and the Year 6 end of Year Production. We will also look to develop musical opportunities in school assemblies across the whole year, more individual performances from the children being tutored on an individual or group basis and perhaps consider a Spring Term school performance too.*  *We will be offering a weekly drumming club from September 2024 for Key Stage 2 children run by Mrs Hext our school partner for Band and ensemble musical exploration.* |

## Further information (optional)

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| *To find out more about music opportunities within our local area and up and coming events, please see the direct link to our Music Hub – The Love Music Trust based in Sandbach, Cheshire:* [*https://www.lovemusictrust.com/*](https://www.lovemusictrust.com/)  Awaiting information from the LMT |