

## Music development plan summary: Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	October 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Kirsty Jordan-Gill
Name of school leadership team member with responsibility for music (if different)	Kirsty Jordan-Gill
Name of local music hub	Dorset Music Hub
Name of other music education organisation(s) (if partnership in place)	Wessex Schools Music (Primary Music Programme Wessex MAT)

### 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 Broadmayne First School, we use the Wessex Music Programme. 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. T

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 programme 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: musicianship, singing, technical skills, notation, composition and musical response. 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 untuned 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.

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 Wessex Music Programme. We cover 1 unit per half term. Music is taught as a discrete lesson usually lasting 45 minutes.

During the lesson, 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 Delivery** – 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. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
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.

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 interrelated dimensions of music.

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 Wessex Music Programme Curriculum model.

**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 Year 3, our children have a term of learning how to play the recorder which is planned via the Wessex Music Programme. From September 2024, our year 4 children will have whole-class tuition for Samba. Samba hire has been scheduled from the Dorset Music Hub and in-person CPD training sessions will be delivered so that whole class samba can be led by our Key Stage 2 class teacher in the summer term. In addition to the face-to-face training led by Hanna Trevorrow (Wessex

Music), Samba teaching will be supported by curriculum resources and video support.

**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. The first and last lesson in each unit is filmed to ensure teachers can assess the children progress.

Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

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.

**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
- keyboards and 1 electric piano
- Music Express scheme books

## Songbooks and Christmas Production packs

- CDs
- music stands
- recorders
- drums
- Guitars
- Sing Up resources
- Charanga subscription
- Sing up subscription

## 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.

Children at Broadmayne have a variety of opportunities to access musical opportunities outside of lesson times:

- Whole school singing lesson during assembly times which is delivered by a Wessex Music Programme partner
- Children have the opportunity to participate in our after school club choir, this is delivered by a Wessex Music Programme partner
- We facilitate 1:1 and small group tuition and offer piano, uke/guitar, cello, violin for our year 2,3 and 4 pupils
- From November all children will have the opportunity to participate in 'Rock Steady'.

## 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.

The children and to take part in musical performances, such as the Christmas nativity and end of Year show.

Our Year 4 children take part in the annual Wessex Singing Concert. To prepare for this concert, a specialist teacher visits for a half term to practise.

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.

Children who participate in Rock Steady perform to parents and the rest of the school termly.

The children have the opportunity to listen to live music through the Instrumental Roadshow which is organised by the Wessex Music Programme.

At least 1 year group visits the BSO each year.

The children in our choir perform each half term during singing assembly.

## 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 extracurricular 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 of Wessex Music Programme.
- Engage in Wessex Programme twilight CPD sessions.
- Investigate 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.)
- Audit and tidy 1:1 teaching room to house all musical instruments and become a room for the whole school to use.
- Investigate more opportunities for live musical performances within school.
- Plan an annual concert for children who have 1:1/small group sessions to showcase the skills taught.

## Further information (optional)

### Wessex Schools Music Ensembles

Does your child play an instrument or enjoy singing? Join a Wessex Schools Music Ensemble! Wessex run several weekly cross-school groups:

#### Wednesdays @ Thomas Hardye School

4.00-4:50pm Bandemonium (for wind/brass players grade 0-2), Stringalings (for violinists/cellists grade 0-2)

5.00-5:50pm Dorchester Children's Orchestra (for all orchestral instruments from approx. grade 2+)

#### Thursdays @ Prince of Wales School

3:45 - 4:30pm Skylarks Children's Choir for children from years 2-4. For children who enjoy singing and would like to gain experience of singing a wide range of songs in harmony.

#### Fridays @ Thomas Hardye School

4.00 - 4:50pm Nightingales Choir for children from years 5-8. For more advanced singers who enjoy singing in harmony.

Ensembles cost £38 per term, but you are welcome to try a session for free without committing.

For more information and to apply:

<https://music.wessex.ac/general-information.html>

<https://music.wessex.ac/apply-for-a-wessex-music-ensemble.html>