# LogoMusic development plan summary: Woodland Grange Primary School

## Overview

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| 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 R Bowe |
| Name of local music hub  | Leicestershire Music Hub |
| Name of other music education organisation(s) (if partnership in place)  | N/A |

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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| Curriculum The school holds the Silver Music Mark and achieved this in 2023.**Intent**At Woodland Grange Primary School, we use the Leicestershire Music Service Scheme which is based on the Model Music Curriculum non statutory guidance. 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. Our music curriculum inspires and provides opportunities for children to sing, play, compose and evaluate across a wide variety of historical periods, styles, traditions and musical genres, including learning about the inter-related dimensions of music. It encourages creativity, is ambitious and inclusive, developing pupils’ character through participating in whole class singing, ensemble playing, experimenting with the composing process and, through the love of listening to peers performing. We aim for every pupil to be proud of their musical achievements, their progress and in bringing our school community together through music.**Implementation**In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted Leicestershire Music Service Curriculum, to ensure that children receive quality music lessons throughout the year. We cover one unit per half-term. Each unit (shown below) has concepts and ideas that are interwoven and built upon year on year in a clear sequence to aid pupils in knowing more and remembering more:• Pulse • Voice • Rhythm • Pitch • Technology -form and structure • 20th Century music The following concepts are interwoven throughout the curriculum: • Listening • Composing • Performing • AppraisingOur curriculum 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. 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.**Music in EYFS (Pre School and Reception)** 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 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: ‘In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term.’ Currently in Year 4, we use an expert music teacher to deliver whole class ensemble ukulele lessons. In doing so, they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation.**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 knowledge. **Planning** Our medium-term plan shows which of the units cover each of the National Curriculum attainment targets, as well as the strands within it. The medium-term plans also detail the progression of knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, Key Stage 1 and Key Stage 2**Supporting Pupils with SEND or who require adaptations:** We teach music to all children, regardless of their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with special educational needs. All pupils should be able to feel able to participate, contribute and achieve. **Assessment**On-going assessments for learning practices within class and group sessions including: references being made to the learning objectives and success criteria, self and peer assessments, outcomes and progress. The final performance of each unit is filmed or recorded to support teachers in making high quality assessments. Children who are gifted and talented may be recommended for peripatetic and/or signposted to external musical programmes. Assessments are used by teachers to evaluate learning and inform teaching. The final assessment made is recorded on pupil’s end of year reports.  |

## Part B: ‘Music tuition, choirs and ensembles’.

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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| **Tuition** We are proud to offer extensive opportunities for pupils to access peripatetic tuition and clubs. In 2024-25 we will be offering the following peripatetic lessons throughout the school day: • Singing 1:1 tuition • Guitar small group tuition• Violin tuition • Piano tuitionThere is an opportunity for these pupils taking part in individual lessons to work towards and take music exams. Lessons are paid for by parents or carers but can be subsidised or free in particular circumstances (e.g., pupil premium eligibility).We have a designated music room which has a piano for accompaniment. **Ensembles**We offer various extra-curricular opportunities such as choir, ‘Strictly Kids’ and musical theatre. These usually happen after school or at lunch time and are accessible to KS1 and KS2. Clubs are paid for by parents or carers but can be subsidised or free in particular circumstances (e.g., pupil premium eligibility).At the end of the year, most clubs will showcase their work to parents to give the children an opportunity to perform what they have been learning. All children are given the opportunity to take part in music lessons. We have some instruments that we can loan at school and our local music hub offers an instrumental loan service for children that do not have their own instrument.  |

## 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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| Across all key stages, children have a range of opportunities to experience live musical theatre performances courtesy of Sparks Theatre Company and to take part in musical performances, such as Christmas plays and nativities, end of year summer performances, and Arts focused outcome events.Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.The following experiences are enabled for pupils to perform individually and in in ensembles across the academic year• Class assemblies • Whole school or key stage assemblies • Peripatetic showcase assemblies throughout the academic year • Annual Christmas concert for Year 3 and Year 6• Reception Nativity • Key Stage 1 Christmas Production• Year 6 Leavers songs• End of year music showcaseOur local music hub also offers performance opportunities. In recent years, some year groups have attended singing festivals at De Montfort Hall and we are always looking for new opportunities for the children to experience. |

## In the future

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| • Continue to provide opportunities and funding for pupils from disadvantaged backgrounds to take part in tuition and music activities. 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. • Engage Leicestershire Music Service in providing specialist music CPD linked to curriculum delivery. Plan CPD for classroom teachers to increase confidence in singing in the classroom and in assemblies. • Increase opportunities for pupils to watch live performances through Leicestershire Music Service. • Increase performance opportunities across school- ukulele assemblies to school and parents. • All peripatetic teachers to engage their pupils in at least 1 whole school performance assembly a year.• Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition. Ask ex-students that play to come in and perform to the children in an assembly. • 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.) |

## Further information (optional)

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| **CPD** - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Staff are able to access training via the Leicestershire Music Hub.  |