



Music Development Plan Summary: Ashby Hastings Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Rachel Mckeown
Name of local music hub	Leicestershire Music Hub

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 Ashby Hastings Primary School, we use the Leicestershire Music Service Scheme which is based on the Model Music Curriculum non statutory guidance.

Intent

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 encourages children to develop a love of music which increasing skills, self-confidence and a sense of achievement. Children will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of musical genres. Children will foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for 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. Music is taught as a discrete lesson usually lasting 1 hour. Our lessons are taught in a combination of weekly sessions and/ or focus days at teachers' discretion.

Each unit of work across an academic year is set out in the following way. Concepts and ideas 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
- Appraising

Our scheme is based on the values and principles of the National Curriculum for Music and is designed to encourage all children to be creative, self-confident and self-disciplined and most importantly to develop a deep love of music. Units are progressive where children will build on their prior knowledge and musical skills as they move up through school ensuring that they become confident and talented musicians.

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

We teach music in EYFS 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. 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 against clear curriculum end points.

Model music curriculum

As part of our commitment to providing a high-quality music curriculum and experiences for pupils, in line with the non-statutory guidance of the Model Music Curriculum, we teach 1 term of whole class music tuition in Class 2 and Class 4. Class 2 learn the Recorder and Class 4 will learn the Glockenspiel.

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, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium-term plans also detail the progression of substantive and disciplinary 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, whatever 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 learning difficulties. Inclusive practice should enable all children to achieve their best possible standard regardless of their ability and irrespective of any additional needs.

All pupils should be able to feel able to participate, contribute and achieve. Alongside Quality First teaching, we use a range of approaches to address the four areas of SEND. These adaptations will meet the needs of most children with some individuals needing further support.

Some of these adaptations are outlined below:

- Consider the practical layout of the room and positioning of individual learners who may find the sensory input overwhelming. Some children may benefit from working in a smaller group or even individually away from the main class.
- Allow children time to investigate and experiment with alternative resources eg. different size or shape beaters or types of instruments to find what works best for them. Ensure that a selection of resources are available that suit the dexterity of individual learners.
- Adapted instruments may be available through Leicestershire Music Service and requests can be made on an individual basis if required.
- Provide support to initiate work to ensure ideas are specific and the child is not overwhelmed by the open-ended freedom of the subject.
- Provide a multi-sensory approach when teaching to help consolidate the auditory learning required for this subject; use techniques to stimulate as many different senses as possible in lessons.

- Create opportunities for physical contact with instruments and/or sound sources to aid those with hearing difficulties and as part of a multi-sensory approach.
- Ensure technical terminology is used correctly, but support learners by pre teaching this new vocabulary or provide pictorial or visual aids to support understanding where possible.
- Allow children alternative ways to record their work eg. using graphic notation or stick notation instead of traditional musical notation.
- Some children may benefit from the use of ear defenders in lessons.

Assessment

On-going Assessment for Learning 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.

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.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Part B: Extra-curricular Music & Enrichment

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, and how pupils can make progress in music beyond the core curriculum.

Pupils sing as an ensemble in assemblies and concerts, both inside and outside of school. This is free of charge.

The following experiences are enabled for pupils to perform individually and in in ensembles across the academic year:

- Class assemblies once a year for each class
- Whole school assemblies
- Residential home visits
- Annual whole school Christmas concert
- Reception Nativity
- Year 1 and 2 annual Christmas production
- Summer school fete

During the course of the year, pupils in Key Stage 2 will have the opportunity to perform with our school choir.

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, which occur during the school year and contribute to the overall planning and time allocation for music.

On a weekly basis, all pupils take part in a singing assembly, using materials from 'Out of the Ark.' These songs are performed as a whole school at other assemblies throughout the year.

All pupils have an annual visit from a live band from Leicestershire Music Service.

Children also have a range of opportunities to watch each other perform live.

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

- Engage with peripatetic teachers to offer individual tuition to pupils.
- Further enhance school music resources.
- Set up a school choir for KS2 pupils.
- Increase opportunities for pupils to watch live performances through Leicestershire Music Service.

Further information (optional)

Collaboration - The school is part of Symphony Learning Trust. The Music Subject Leader participates in termly Subject Development Group meetings.

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. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class. Staff are able to access training via National College Online.