

Music development plan summary: Shorne Church of England 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 | Katrina Nolan |
| Name of school leadership team member with responsibility for music (if different) | |
| Name of local music hub | Kent Music |
| 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.

Our weekly music lessons at Shorne for all children are timetabled for an hour and follow the Charanga Musical School Scheme which ensures clear progression of knowledge and skills and provides regular opportunities for assessment. The Scheme supports all the requirements of the National Curriculum.

In line with the Curriculum for Music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

How the Scheme is structured

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

All activities are based around a song.

- A. Games embed the Interrelated Dimensions of Music through repetition
- B. Singing is at the heart of all the musical learning
- C. Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children
- D. Improvising with the song using voices and instruments occurs in some Units of Work
- E. Composing with the song using instruments occurs in some Units of Work

Mastery in music lessons

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. 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.

Instruments

As part of the lessons children regularly use glockenspiels or other percussion instruments and some children will have the opportunity to use recorders.

Assessment

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility to upload and store digital evidence.

SEND provision

Interventions, support, and challenges are constantly revised and adapted to ensure all children are supported in achieving learning. Learning is robustly and continuously monitored and assessed to ensure gaps in learning are addressed. Teachers and support staff offer adaptive teaching to enable access for all, and may provide scaffolds, pre-teaching, and other support and intervention, as outlined in the **Kent Mainstream Core Standards**. Pupils may also be supported to access learning through the use of Clicker software.

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.

At Shorne we offer a band-based peripatetic music service, delivered by professionals from Rocksteady Music School. This inclusive programme is accessible to all pupils, supports wellbeing and contributes to academic progress. It is available to all children from EYFS though to year 6 as part of an extra-curricular club at cost to parents.

All instruments and equipment are provided as part of the lessons in which the children form bands – they have the opportunity to play drums, guitars, keyboards and bass guitars in addition to refining their skills as vocalists. The lessons follow the National Curriculum and most of the Model Music Curriculum. The Music Performance in Bands Ofqual Qualification is also offered as part of the lesson programme. At the end of each term, children perform at concerts so that parents, friends and family can experience a great live show, and the children have the chance to be rock stars!

In addition, a qualified music teacher also offers weekly extra-curricular keyboard and guitar lessons across all year groups at a cost to parents. Children are required to provide their own keyboard or guitar for these lessons

All children are invited to participate in an after-school choir club several times throughout the year.

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.

Children take part in a weekly choral worship and also sing at end of term worship at our local church.

In addition to the end of term concerts offered by the Rocksteady Music School (see above), the year 6 children take part in a musical production at the end of the school year.

The choir attend the Young Voices event at the O2 on a yearly basis, and regularly perform throughout the year at Trust events in local theatres, care homes etc.

At Christmas all children have the opportunity to experience a festive show.

In the future

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

Due to the popularity of the Rocksteady music lessons, there is currently a waiting list, but we hope that there will soon be availability to increase the provision of these lessons.

Our choir will continue to take part in the ever-popular annual Young Voices concert at the O2 and perform at Trust events and in care homes.