

Music Development Plan Summary: Southwold Primary School

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the Federation music leads	Sevtap Ilisk / Ina Davisson
Name of school leadership team member with responsibility for music (if different)	Jessie De Veer
Name of local music hub	Hackney Education Music Service

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.

Intent
<p>Our Music curriculum is designed to cover all of the knowledge and understanding as set out in the National Curriculum. Our curriculum follows a sequence that builds upon and revisits previous learning.</p> <p>To ensure that pupils develop a secure knowledge, it is organised into a cyclical and progressive model that provides breadth and balance, ensuring the development of musical concepts, knowledge and skills alongside a love for music.</p> <p>The ambitious and inclusive nature of the curriculum allows a range of access points that ensure all children, including those who are disadvantaged or those with special educational needs, succeed, regardless of their circumstances through high expectations set for everyone.</p> <p>We provide purposeful opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.</p> <p>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. Children 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 and use technology appropriately. They explore how music is created, produced and communicated with increased complexity over time, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>

Implementation

The Music curriculum at Viridis covers the EYFS Curriculum and the National Curriculum aims and objectives and has been carefully tailored to make it relevant to our pupils. Half-termly planning ensures progression across the main musical strands: playing, singing, composing, improvising, listening and understanding.

Our EYFS follows the Early Years Foundation Stage framework. Through Expressive Arts, children are taught to sing songs, make music and dance. Children are given opportunities to experiment with ways of changing sound and develop an understanding of pulse, rhythm and pitch. They are also encouraged to use everyday objects to make music and create sound and to experiment with sound using objects made from different materials such as wood, metal and plastic.

Music at KS1 is divided into 3 strands. Through singing, pupils are taught about pitch, range, response to visual directions, tempo, and dynamics. Through composing and improvising, pupils are taught about rhythmic and pitch pattern, how musical notation represents sounds and how to create and improvise music. Through musicianship and performing, pupils learn pulse and beat linked to tempo. Pupils are taught rhythm and introduced to dot notation in order to recognise and match notes on a simple instrument.

Music at KS2 builds on learning in KS1 and is divided into 5 strands. Through singing, pupils are taught to sing in rounds, sing in unison, sing different time signatures and perform songs. Through improvising, pupils are taught to structure their musical ideas, refine the types of sounds made (staccato/legato), create music with a beginning/middle/end, make compositional decisions on their improvisations, incorporate dynamics and improvise in collaboration with other. Through composing, pupils are taught to compose song accompaniments, combine known rhythmic notation to create rising and falling phrases, composing music to a specific mood or desired effect, use minor and major chords, explore more advanced features of notation and time signatures by composing melodies enhanced with rhythmic or chord accompaniment. Through instrumental performance, pupils are taught to play and perform using tuned percussion or melodic instrument, play melodies following staff notation, develop the skill of playing by ear and engage with other through ensemble playing or singing. Through reading notation: pupils are taught to read music, follow rhythmic scores, read and perform pitch notation within an octave understand getting slower and faster and dynamic contrasts and read and play from notation a four-bar phrase.

In order to build on and nurture children's prior learning and experiences, our curriculum is structured through half-termly plans that progress across year groups and key stages. Curriculum planning identifies age-appropriate ambitious vocabulary that pupils will need to access the content and these words are taught explicitly by teachers with the expectation of storing them in children's long-term memory.

Embedded opportunities for 'retrieval practise' within our cyclical/layered approach results in an understanding that is both scaffolded and deepened; it allows pupils to rehearse, revisit and build on what they have learned and make links across units and subjects, resulting in learning 'sticking' with them as they continue their education.

Teachers use the 'Pillars of Pedagogy' model to deliver informative and engaging lessons that build on prior learning, check pupils' understanding systematically, address misconceptions accurately, provide clear, direct feedback and identify appropriate next steps for all key groups inclusive of most able, disadvantaged and SEND pupils.

Inset training, professional development, monitoring and feedback structure consistency. Teaching and learning delivery from specialist teachers provides support for classroom teachers in co-delivering subject teaching.

Impact

All pupils follow the ambitious Music curriculum. Pupils make progress in Music by knowing and remembering more music content, which equips them with the cumulative knowledge, understanding and skills to effectively communicate in a variety of ways, through expression and articulation of their own thoughts, as well as those of others.

On-going assessment is used by teachers to evaluate the knowledge, skills and understanding that pupils have gained and remembered. The specialist teachers and senior leaders evaluate the impact of the curriculum design on outcomes via regular monitoring: pupil voice, learning walks, book looks, peripatetic lesson data and cross-site working. Pupil outcomes are high quality and evidence the highest expectations of learning for all, inclusive of SEND and disadvantaged pupils. The work pupils produce over time demonstrates secure knowledge and successful transfer of knowledge and skills to long term memory.

Organisation of teaching

We have two specialist music teachers who delivers lessons weekly to all KS1 and KS2 classes across the Federation of three schools. Lessons are 30 minutes in length for KS1 and 45 minutes in length for KS2.

Phase singing assemblies also take place once a week, with the aim of developing an awareness of pitch, understanding of harmony and development of part-singing. During their time with us, our pupils learn to sing a variety of genres, amassing different cultures, languages and historical periods to create meaningful cross-curricular links.

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.

Peripatetic Lessons

We offer a wide range of small group peripatetic lessons from Year 2 to Year 6 for children with subsidised costing for disadvantaged pupils. Tutors are recruited in partnership with the Hackney Music Service. The cost of peripatetic lessons for pupils accessing the pupil premium grant is £30 for 10 thirty-minute sessions and £50 for all other pupils.

Termly allocations of lessons takes place to ensure regular intervals across the year for taking up an instrument. Termly analysis tracks the provision in order that the school are responsive to need.

Children can access keyboard, guitar, violin, drum and flute lessons. Instrument loan is in place to enable practise outside of lessons.

In addition to instrument learning, children can also access small group singing lessons.

Choir

All schools have a Key stage 2 choir. These run within the school day and there is no cost charge. Attendance at a wide variety of events supports community contribution, for example, singing carols in December, local hospital and singing at school community events such as the Winter Fayre, Summer Fayre and annual Grandparent's Tea during Families' Week.

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.

During their time at the school, children are offered a wide range of enriching and engaging experiences which are designed to develop their knowledge and understanding of the world around them and the concepts taught within Music.

LSO: Year 2

The London Symphony Orchestra through their LSO Music in the Classroom project focuses on developing compositional skills and children learn 3 songs that they will perform with the orchestra on their trip to the Barbican. During the project, our students are invited to perform songs with the Orchestra and watch LSO perform in concert at The Barbican.

Apollo: KS2

Many children from disadvantaged backgrounds do not have the opportunity to access art and culture or to experience the joy of live music, and especially live classical music. The Apollo programme helps to address this by introducing children to the instruments of the orchestra, the musicians who play them and the music they play. Children develop their confidence, understanding and enjoyment of classical music, before experiencing a symphony orchestra concert at Hackney Empire and a chamber Orchestra in the Autumn term that takes in Regent Hall. Content includes six interactive workshops in the classroom, meeting and learning from professional musicians and two concert trips to watch a live orchestra in concert halls.

Hackney Music Festival: KS1

The school participate annually in the Hackney Schools Music and Dance. The festival provides an opportunity to highlight and celebrate singing performance. The vocal repertoire is chosen by a team of class teachers and Music Service staff who check the material for its suitability and appropriateness, key, complexity and its level of challenge. The song choices range from part songs, action songs and show tunes and cover a range of styles and genres including Welsh, Scottish, African, Ghanaian, Turkish, Chinese, Israeli, Romanian, Spanish, Maori, operatic songs, Irish, English, and Peruvian songs, as well as music of the classical tradition.

Federation Music Festival

An annual Federation Music Festival takes place in July each year, bringing together children from across instrument discipline to play in an ensemble, supported by peripatetic teachers and our music specialist teachers. Community attendance supports an understanding of performance and cultural enjoyment as well as developing skills in resilience, confidence and collaboration. The Federation Choir also performs as part of this event.

Enrichment Events

The school undertake World Week annually inclusive of an International Evening including the opportunity to listen to a local band (steel drums / mariachi) and participate in music and dance cultural workshops.

Workshops / visits and short term projects

Regular take up of short-term projects are actively sought through the Hackney Music Service, local charities and local groups.

Core Priorities 2024 – 2025

- To regularly review planning and teaching during cross site meetings to ensure standards are equitable and best outcomes are being achieved.
- To ensure a breadth of workshops and attendance at live music events beyond the core offer in order to develop knowledge of genres.
- To increase performance opportunities for children, both instrumental and vocal through additional termly ensemble performances.
- To lead CPD for EYFS staff on the use of music in the early years and ensure EYFS has access to high quality music resources.
- To ensure songs selected for singing assemblies enhance children's vocal range.

Longer term ambition

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

- To develop an enhanced offer of opportunity for a school orchestra and a school band as enhancers to the current offer.
- To have opportunities for an Orchestra/band on all three sites during the school day in order to keep this free of charge.
- To provide EYFS classes with discrete music lessons, in line with KS1 at 30 minutes per week. If it not possible to fit this in to the music teacher's timetable, then EYFS could be provided with resources to enable them to teach their own classes.
- Check and add to this?
- To have a KS1 choir for all three schools.