

Music Development Plan Summary: Whinney Banks Primary School



Overview

Detail	Information
Academic year that this summary covers	2024 - 25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Ruth Verrill
Name of local music hub	Tees Valley Music Service
Name of other music education organisation(s) (if partnership in place)	NA

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

Curriculum

At Whinney Banks Primary School, we have developed a bespoke music curriculum, based upon the recommendations set out in the Model Music Curriculum 2021.

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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Our curriculum clearly sets out a progression of skills and knowledge from EYFS to Y6. Themes and skills are revisited and built upon throughout school, ensuring children's prior knowledge is utilised and extended. We explore music through the inter-related dimensions of music: performing, listening, composing and the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.

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. This practice has been inspired by the Kodaly approach to music teaching. 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.

Music is taught as a discrete lesson usually lasting 60mins. We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music

Meaningful cross-curricular links are designed to capture pupils' imagination and encourage them to explore music enthusiastically. During music lessons, children are given opportunities to learn music-specific vocabulary. Children are encouraged to speak like a musician during class discussion and during learning tasks.

Lesson Delivery – within each music session there will be a range of the following elements:

1. Listening and responding to music from a range of genres.
2. Musicianship – songs and musical games inspired by the Kodaly approach to music learning.
3. New learning involving vocal or instrumental teaching.
4. Musical theory – notation/vocabulary.
5. Composition.
6. Opportunities to perform and evaluate.

Whole school singing

All children attended weekly singing assembly lead by teachers with a specialism in music. Songs are chosen from a variety of genres and will link to current topics or events where possible. We have composed and written two school songs which are sung regularly. Music theory and vocabulary is used throughout these sessions in order to reinforce what is learned during classroom lessons. Songs are learned and performed during special occasions and are central to our school community. Whole school singing sessions are also used as CPD for staff, to model songs and games that can be used in the classroom.

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 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.

Adaptation and SEND

We strive to remove barriers to learning for pupils with SEND. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. 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 that offer opportunities to extend children's learning if needed;
- Having mixed ability grouping to allow children to work as a team;
- Adapting resources and providing scaffolds where needed;
- Using adults to provide a range of levels of support.

Assessment

On-going Assessment for Learning (AfL) practices within class and group sessions, including self and peer assessments of understanding, outcomes and progress. Summative assessments are carried out during end of unit performances and written assessments are used where appropriate to measure children progress in musical theory. 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. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources

We have a dedicated music room which stores the following resources:

- class set of djembe drums
- variety of untuned percussion instruments
- xylophones and glockenspiels
- keyboards and pianos
- class sets of recorders and ocarinas
- class set of ukuleles
- steel drums (external provider)

We also have two large halls with stage areas, providing space for children and classes to perform their music learning.

Part B: Extra-curricular music and enrichment

In addition to whole-class instrumental lessons (ukulele, recorder, and ocarina), children also have the opportunity to be involved in extra-curricular activities such as choir, steel band, and performing arts clubs.

Our choir holds weekly rehearsals and gives children with a particular interest or talent in music the opportunity to develop their skills further. The group performs regularly in school and at events in the local community. They work closely with Musinc, a local arts group, and attend a variety of live music events.

We offer children the chance to join a steel band, which is run by an outside agency. This group also rehearses weekly and performs regularly for the school and parents.

All year groups perform in assemblies and shows throughout the school year. These performances can include dance celebrations, nativities, musicals, and end-of-year performances. This often involves extra rehearsals after school and enables children to develop their skills and talents further.

Our music curriculum is further enriched by trips to the theatre and live music events. We also seek out ways for children to experience live music in school, whether that's through staff members playing instruments or external visitors, such as brass bands, singer-songwriters, or musicians from different cultures.

As a school, we are working towards the Artsmark award in order to develop and embed the arts, creativity and culture throughout our curriculum and enrichment offer.

Part C: Musical experiences

In addition to the planned curriculum time for music, children also have additional musical experiences throughout the school year, which contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical performances and participate in musical events, such as Christmas plays and nativities, dance performances, and end-of-year assemblies.

Cross-curricular links are made where appropriate to provide opportunities for music to be integrated into various contexts, both in real life and academic learning. Music is also incorporated into a variety of activities and events within the 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. Parents and carers actively support music making through their involvement in events and by encouraging learning at home.

In the future

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities.

CPD and monitoring – plan CPD for classroom teachers to increase confidence in instrumental teaching in the classroom. Continue to model good practice in whole school singing assemblies and offer coaching sessions to staff who require support.

Links with external music organisations – support to increase our offer of extra-curricular instrumental lessons.

Continue to plan a wide range of opportunities for children to perform their learning – joint concert with choir and steel band, carol concert, visits to care homes.

Work with Abi Alton – singer/songwriter to develop a new school song based on our school values.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music.