

# Malborough with South Huish Primary School

## Music development plan summary: 2024-25

### Overview

Detail	Information
Academic year that this summary covers	2024-5
Date this summary was published	September 2024
Date this summary will be reviewed	June 2024
Name of the school music lead	Michelle Acton
Name of school leadership team member with responsibility for music (if different)	Tess Coulthard
Name of local music hub	DMEH
Name of other music education organisation(s) (if partnership in place)	Music Mark

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

At Modbury Primary School, we base our curriculum on the Charanga Scheme of work. The scheme takes a holistic approach to deliver active and engaging lessons, which fulfil the statutory requirements of the National Curriculum (2014). It provides a learning experience which is relevant and accessible to teaching staff and pupils.

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
- 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 Charanga scheme takes a holistic approach to music, in which the individual strands are woven together to create engaging and enriching learning experiences lasting an average of one hour per week. Children will have experience of these key strands:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Our aim is for all children to see themselves as musicians and to help them develop a lifelong love of music. Children are taught how to sing fluently and expressively and play tuned and untuned instruments accurately and with control. We then support them to use this knowledge in their own improvisations and compositions

Alongside this provision, children will also experience Whole School Ensemble Tuition (WCET) in all classes across Key Stage 2, which focusses on the ukulele to offer the opportunity to achieve a higher level of proficiency in one instrument. In Year 2, children are introduced to the recorder to build their musical understanding.

### **A typical lesson:**

1. A clear Learning Objective with Success Criteria
2. A recap or starter to revisit prior learning
3. New learning or consolidation of skills.
4. Questions and prompts to help children explore concepts more deeply.
5. Lessons are usually based on singing to include performance, improvisation and composition
6. Teachers will provide support and challenge to help children achieve their potential.

**Music in EYFS:** Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception. They have continual access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. For example, the use of musical instruments in Maths lessons supports children's understanding of pattern, children learn dance as part of their P.E. lessons and in Autumn 2, as part of their 'celebrations' topic children listen to and recreate Traditional Indian music. Children are also introduced to the concept of rhythm and beats during their music sessions.

**SEND:** Within our music curriculum, there is great consideration as to how all learners, including SEND are supported in lessons. We strive to remove barriers to learning for pupils with SEND. Our young people are supported through a range of ways for example extra time may be given for learning songs, musical notation and instruments. On some occasions, adaptations may need to be made for children with physical disabilities or those struggling with sensory issues when ear defenders or breakout spaces may be used. Our positive and proactive approach aims to ensure that children with SEND are able to express themselves and take an active part in lessons.

## **Part B: Music tuition, choirs and ensembles.**

Singing is an integral part of our school life and happens most days during assembly. In addition, we are fortunate to welcome Sarah Gill into our school to offer small-group and large-group tuition for instruments and voice. These sessions provide an invaluable opportunity to introduce children to the joy of learning an instrument such as the ocarina, recorder or ukulele. The choir builds children's love of singing and offers the chance to perform at a range of events.

Alongside this, our peripatetic teachers offer individual lessons in piano, guitar and drums.

We are fortunate to have strong links to Ivybridge Community College, where children can participate in Jam Slam For Primary, the Orchestral Music Centre Programme For Primary, Ivybridge Junior Orchestra and Transition Projects led by the Music Department.

## **Part C: Musical experiences**

There are many musical highlights across the year at Modbury Primary School. Every term, our learner musicians are given the opportunity to perform in a Musical Showcase.

Yearly performances by all Year groups are an integral part of their learning about singing and performance: Nativity for KS1; a spring play from Lower Juniors; an end of year show by the Upper Juniors on the stage at the Village Hall. These are enjoyed as much by the rest of the school as by the performers and their families.

Our strong links with St George's Church in Modbury offer meaningful and treasured opportunities to celebrate and sing for our families at Harvest, Easter and Christmas services.

## **In the future**

We continue to develop our music curriculum to ensure its relevance to our children.

We are responding to the Model Music Curriculum by building our staff's knowledge and understanding of notation to better deliver this in class and help children's progress. We will also invest in a programme of music throughout history to build our children's knowledge of different musical periods and styles as suggested in Appendix 2 – Chronology: Repertoire in Context.

We are seeing the benefits of WCET as children become more confident instrumentalists on the ukulele and we want to continue to build on this powerful learning opportunity.

We have been inspired by inter-school experiences in the past and plan to hold a Federation music event in KS2 during this academic year.