

## **Music Development Plan**

**School:** Northwold Primary School

**Trust/local authority:** Arbor Academy

**Local music hub:** Hackney Music Service

**Music Lead:** Jacob Ewens

**Trust Music Lead:** Caroline Rawlinson

**Music specialist:** Various instrumental tutors (whole class, group and individual lessons)

**Headteacher:** Bronwen Chalmers

**CEO:** Maureen Okoye

**Last edited:** 9th December 2024

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	<b>Music Development Plan</b>
<b>1 – Overall objective</b>	<p>We aim to provide music education that engages and inspires pupils to develop a love for music and their talents as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and listen with discrimination.</p> <p>At Arbor, we align with the belief that music connects us through people and places in our ever-changing world. It is the most common language and is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music-making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.</p> <p>To align closely with the Model Music Curriculum 2021, at Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week. In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.</p> <p>There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching. Arbor schools place emphasis on the value of a comprehensive music education.</p> <p>Music has a rare and unique ability to bring people together; music-making can make a whole class, school and community feel connected to others and part of something bigger. Our music curriculum celebrates the inclusion of pupils with special educational needs and disabilities as it does the leaps in technology that have made available new tools and adapted instruments, leading to improved access and greater choice for all pupils to realise their creative potential.</p>

	<p>The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.</p> <p>The Model Music Curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:</p> <ul style="list-style-type: none"> <li>• Singing</li> <li>• Listening</li> <li>• Composing</li> <li>• Performing/Instrumental Performance</li> </ul> <p>The Model Music Curriculum (MMC) takes as its starting point the ambition that every young person should be able to experience music and to make progress. It is founded on the belief that music enriches individual lives as well as a school's wider community. The Model Music Curriculum (MMC) aims to support all pupils in their musical progression through the Key Stages. By offering a rich and varied musical framework that nurtures fundamental musical techniques alongside building musical knowledge, it offers a clear pathway towards mature musical understanding. Staff notation not only complements developing aural skills, memorisation, composition and improvising but also provides the opportunity for pupils to gain more independence in their learning, both in class and after they have left school. The foundations of this will be laid at primary school.</p> <p>This model curriculum for the musical community to build upon takes account of the many different school contexts that exist within Arbor. Effective delivery is likely to come from a combination of schools, teachers, practitioners, professional ensembles, venues, and other Music Education Hub partners working collaboratively. This shared foundation will provide schools with a launchpad to access wider musical culture in which all can thrive and share the joy of music. For consolidation, pupils continue to study the same instrument from Y3 until the end of Y6. Each cohort learns a different instrument and these vary according to the Music specialists working in the schools.</p>
<b>2 – Key components</b>	<p><i>Music Curriculum: singing, listening, composing (using both traditional notation and music technology composing software), performance and appraisal. Class instruments learning: Y3 and Y4 Ukulele, Y5 and Y6 Violin</i></p> <p><i>Visiting music teachers: one-to-one instrumental lessons offered on piano &amp; drums. Opportunities to take ABRSM music exams.</i></p> <p><i>Whole School Singing Strategy through singing assemblies once a week.</i></p> <p><i>Choir - auditioned from Y4 - 6.</i></p>

*Wider Projects and Performances Opportunities: Young Voices performances at the O2; BBC learning programmes such as the CBeebies Orchestra day for KS1, and workshops with the BBC Singers for KS2.*

*Ensuring a Pupil Premium student engagement with all of these components.*

1. Curriculum Design: Curriculum covers various aspects of music education, such as singing, playing instruments, music theory, music history, and listening skills. Curriculum aligns with educational standards and caters to the different age groups within the school.
2. Goals and Objectives: Set clear goals and objectives for music education in the school. Define what students should achieve in terms of musical skills, knowledge, and appreciation at each grade level through curriculum composites.
3. Lesson Plans: Create detailed lessons that follow the curriculum document, which outline specific activities, resources, and assessment methods for each music lesson. Incorporate a variety of teaching strategies to engage students, including group work, individual practice, and performance opportunities.
4. Confident, able staff: Ensure that the school has a mix of qualified music teachers or instructors who possess both the musical expertise and the ability to work effectively with young learners as well as making sure that class teachers have the skills and confidence to be able to deliver the curriculum with confidence. Encourage professional development opportunities for music teachers to enhance their skills and knowledge.
5. Resources and Instruments: Provide a range of musical instruments, such as keyboards, percussion instruments, flutes, ukuleles. Ensure that the school has a sufficient supply of instruments and necessary resources such as sheet music, audio recordings, and technology for music lessons.
6. Co-curricular music activities: Create opportunities for pupils to create music and play with ensembles in different settings.
7. Performance Opportunities: Plan regular opportunities for students to showcase their musical skills through performances. This can include school concerts, talent shows, assemblies, or collaborations with other schools or community organisations. Encourage participation from all students and create a supportive and inclusive environment.
8. Integration with Other Subjects: Explore ways to integrate music with other subjects in the curriculum, such as language arts, history, and science. This interdisciplinary approach enhances students' understanding and appreciation of music while reinforcing learning in other areas.
9. Community Engagement: Foster connections with the local community by organising music-related events, inviting guest musicians, or collaborating with community arts organisations. Engage parents and families in music activities through workshops, concerts, or parent-child music programs.

10. Assessments and Feedback: Implement a system for assessing students' progress and providing constructive feedback. This can include regular evaluations, performances, individual or group projects, and written assignments. Provide pupils and staff with regular opportunities to view video footage of their work to reflect upon and evaluate it. Use a variety of assessment methods to accommodate different learning styles and abilities.
11. Ongoing Evaluation and Review: Continuously evaluate the effectiveness of the music development plan and make necessary adjustments based on feedback from students, teachers, parents, and other stakeholders. Regularly review the curriculum, teaching methods, and resources to ensure they remain relevant and engaging.

By incorporating these key components into this plan, we will create a robust music education program that nurtures students' musical abilities, fosters creativity, and instills a lifelong appreciation for music.

Pupils in Y1 - Y6 have a weekly 15-minute singing assembly: KS1 and KS2 attend separately.

#### Curriculum Yearly Composites

Y1: Perform songs and rhymes expressively and play a variety of untuned percussion instruments. Imitate and describe musical elements from live/recorded music and create sounds.

Y2: Perform songs and rhymes expressively and play a variety of untuned and tuned percussion instruments musically. Imitate and describe musical elements from live/recorded music and create and combine sounds.

Y3: Perform songs expressively and play instruments musically, using them to interpret notated music and improvise. Imitate and describe musical elements from music by great composers and compose music influenced by them.

Y4: Perform in solo and ensemble contexts, singing and playing instruments expressively and fluently. Recall and notate musical phrases and compose music using technology.

Y5: Perform in solo and ensemble contexts, singing and playing instruments with increasing accuracy and control. Improvise and compose music using inter-related dimensions of music with knowledge of different traditions.

Y6: Perform in solo and ensemble contexts, singing and playing instruments with increasing accuracy and control. Improvise and compose music for a range of purposes and appreciate a wide variety of live and recorded music. Develop an understanding of the history of music.

	Arbor Academy Music Curriculum contains a termly and weekly breakdown of composites, lesson plans and assessment criteria.
<b>3 – Implemen tation of key componen ts</b>	<p>Singing assemblies and lessons with a singing focus begin with vocal exercises to warm up the voice and develop good vocal technique. These are to be selected by the Music Leads. Music Leads will demonstrate these to pupils and staff in assemblies and suitable resources will be provided to aid this practice in lessons.</p> <p>Songs taught in singing assembly include:</p> <p><i>Vaisakhi, 500 Miles Proclaimers, Sky Full of Stars Coldplay, Stevie Wonder Happy Birthday, Wade in the Water, Esequibo River, Something Inside So Strong, In the Jungle, Somewhere Over the Rainbow</i></p> <p>More challenging songs in curriculum lessons will be pre-taught in singing assemblies by the Music Lead.</p> <p>Years 1 - 6 will receive 1 hour of music tuition every week. Music specialists will teach instrumental technique and theory to the pupils in weekly 30-minute lessons and class teachers will teach the broader curriculum composites in the other 30-minute lesson.</p> <p>Music is interspersed throughout the EYFS curriculum and teachers lead weekly guided music sessions that incorporate singing, movement and exploring and playing percussion instruments. Pupils begin to understand pitch and pulse by listening and mimicking and they have frequent opportunities to create their own music.</p> <p>Detailed lesson plans and curriculum objectives/assessment criteria can be found in the Arbor Academy Music Curriculum.</p> <p><a href="#">Music Vocabulary</a> will be used by class teachers and pupils during lessons to aid understanding and use of musical terminology at an appropriate level.</p> <p><a href="#">Percussion Skills</a> will be used by class teachers and pupils to enable skills progression and to inspire KS2 pupils to play typical classroom percussion instruments.</p> <p>Examples of written work (including marking) are to be provided by Music Leads for class teachers to use as a benchmark.</p>

<b>4 – Communic ation activities</b>	<p>School website includes a page regarding the music provision (<a href="#">here</a>). Parents are informed of recent and upcoming musical activities via the school's weekly newsletter and sometimes additionally in formal letters.</p> <p>Information regarding the wider music provision in the school is shared with parents at the beginning of each academic year.</p> <p>Teachers use google classroom to remind parents of performances and trips and to share footage of performances.</p> <p>Parents paying for instrumental tuition receive reports and are invited to meet with parents annually.</p>
<b>5 – Evaluation process for the success of the Music Developm ent Plan</b>	<p>"Pupil Progress" document is updated termly by class teachers which includes assessment of pupils' progress over the year, and relating to the national curriculum guidance.</p> <p>Music data document updated by Music Lead on a termly basis, includes whole school info re: attainment levels, PP, SEN, instrumental tuition, music ensembles, groups and clubs.</p> <p>Termly communication with SLT to identify areas that are not being successfully implemented and discuss the means by which they should be addressed.</p> <p>Regular communication with Hackney Music Service to give feedback and give additional support on any difficulties encountered.</p>
<b>6 – Transition work with local secondary schools</b>	<p>Contact local secondary schools prior to Y6 pupils leaving to share Music Data summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles. Contact the schools again before the October half term to find out what lessons and activities the pupils are engaged in.</p> <p>Contact parents directly of Y6/Y7 pupils that were identified as having outstanding musical potential to find out whether they have been able to continue lessons etc. Support them in finding alternative arrangements where the secondary schools are unable to provide for them.</p>
<b>7– Budget materials and staffing</b>	<p><i>Include details of budget for curriculum music staff, classroom instrumental teaching, enrichment activities, instruments and resources, and subscriptions. Consider how PPA time might be used. Plan CPD.</i></p>

<b>8 – Pupil Premium and SEND provision</b>	<p>The curriculum planning contains adapted and additional resourcing for SEND pupils to enable them to meet the learning objectives.</p> <p>Each cohort learns the same instrument from Y3 - Y6 for continuity and to enable skill progression to a high level. However, pupils who are not able to cope with the physical demands of the instrument assigned to their cohort are given an alternative instrument to learn; this is different for each child according to their physical capabilities.</p> <p>Music data document to be used to track and plan provision for all SEND pupils with awareness of those who show musical potential.</p> <p>Liaise with the SENCo to review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENCo to consider special adjustments for children with additional needs.</p>
<b>9 – Summary Action Plan</b>	<p><i>Write a list of immediate actions – make them SMART (specific, measurable, achievable, relevant, time-bound).</i></p> <ul style="list-style-type: none"> <li>• Update Music Data Document and identify SEND pupils who are not engaged in regular musical activity. <a href="#">Increased provision for SEND pupils by offering Rocksteady bursary places to some.</a></li> <li>• Arrange for KS2 pupils to access music software that is better than Chrome Music Lab. <a href="#">BandLab is being taught in year Y4 Computing and Music lessons and is being incorporated into music curriculum planning in Y4 and above.</a></li> <li>• Create and implement a simple assessment sheet for whole class instrumental tutors to use. <a href="#">Assessment sheet has been implemented and used by whole class instrumental teachers.</a></li> <li>• Increase offering of instrumental lessons. <a href="#">Small group lessons have been set up for Y5 and Y6 pupils (learning violin in class).</a></li> <li>• Music Lead to meet with Trust Music Lead to discuss and implement improvements to curriculum planning. <a href="#">Met twice to plan together and continue to make changes to planning for Y1 - Y6. Remote feedback continues.</a></li> </ul>
<b>10 - Review</b>	<p>Current list of immediate actions:</p> <ul style="list-style-type: none"> <li>• Arrange BandLab training for teachers and incorporate use of it into curriculum planning (Y3 and above). <a href="#">Requested a slot during the April INSET.</a></li> <li>• Arrange for Music Leads to complete online training to award ABRSM music medals. <a href="#">Trust Music Lead has completed training. Arrange for Music Lead to complete training and liaise with instrumental tutors regarding working towards copper medal in Y5/6.</a></li> <li>• Continue to monitor outcomes in music books and give feedback to teachers. <a href="#">Small improvements evident but this is ongoing.</a></li> <li>• Advertise for a teacher or TA to run an after-school singing club for KS1.</li> <li>• Explore options to start up another instrumental ensemble.</li> </ul>

#### Useful links

[The power of music to change lives: a national plan for music education](#)

[MT's national plan coverage](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)