

Music development plan summary

Primrose Hill Primary School, Salford

Overview



PRIMROSE HILL PRIMARY SCHOOL

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	17.6.2024
Date this summary will be reviewed	1.7.2025
Name of the school music lead	Katherine Cooper
Name of school leadership team member with responsibility for music (if different)	N/A School Governor Link: Olivia Platt
Name of local music hub	Greater Manchester Music Hub/ MAPAS
Name of other music education organisation(s) (if partnership in place)	MAPAS

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.

At Primrose Hill, we aim to foster an enjoyment and appreciation of music and to provide students a solid foundation in music education and allow them to express and explore their potential through music. Furthermore, we aim to encourage self-expression through music and to develop an awareness of a variety of different cultures including an awareness of a variety of musical styles.

Curriculum

Through the curriculum developed at Primrose Hill, children will be able to 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. We aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through a wide range of quality musical experiences which engage and inspire them. At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills. Music opportunities will support children's mental health and allow them time to express their emotions.

In Early Years, music is delivered through holistic practice as an integral part of early development. Music is embedded into the curriculum. Planned opportunities for pupils to engage with sound every day, and singing is integrated throughout the day.

Currently all classes from Reception to Year 6 spend a minimum of 45 minutes a week on direct music teaching. This is supplemented with singing assemblies which happen throughout the school week and academic year.

Excluding Year 5, classes from Reception to Year 6 use Charanga to provide them with lesson plans and resources to support a rich, diverse and progressive curriculum where skills are taught and built on year on year. Charanga meets all the requirements of the national curriculum, however all aspects of the Model Music Curriculum (MMC) have been included in a Primrose Hill medium term curriculum plan which runs alongside Charanga to ensure that the lessons taught are well structured and meet every aspect of the MMC for each year group.

Units are sequenced to allow progressive development of learning skill and knowledge.

Opportunities are given to revise and recap learning in each unit and skills and knowledge are returned to through the use of "Golden Nuggets" in each topic.

Throughout the Key Stages, music continues to build learning in small, incremental steps giving pupils the opportunity to sing, play a variety of instruments, compose, improve and learn to perform as a class. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and

children develop an understanding of the history of music by using the timelines in the Charanga units to develop a clearer understanding of how styles and genres relate to each other in a historical context. Lesson structure has been developed to ensure that each lesson contains an aspect of Listening and appraising, singing and composing/improvising/performing.

Year 5 undertake 1 hour a week of music as they receive specialist teaching from MAPAS - Music and Performing Arts Salford, who provide Whole Class Instrumental Tuition (WCIT). MAPAS facilitates the "Arts Award Discover" completion for pupils taking part in WCIT. This is a fantastic way of pupils gaining accreditation and celebrating their musical achievements. Through MAPAS lessons children are provided with the knowledge to play an instrument (currently the ukulele) and they learn a wide repertoire of songs to sing and play, develop knowledge of chords, chord progression and notation. This work culminates in a series of special performance assemblies where the children perform a concert for invited pupils and family members.

Progression and Assessment

Progression in music is measured by the range of skills and expectations in each year group's curriculum, which closely follows the MMC. This means that skills are built year on year. Assessments are recorded in the form of videos and in some year groups/units via pupil's own composed pieces of music recorded in an app on the ipads. These are collected half termly via the Charanga assessment facility, where each pupil has been assigned a log-in and teachers can upload work individually, in groups or as a full class. Each class is required to provide 4 videos minimum per half term to show a range of learning in the unit of singing, composing/ notation or improvising, listening and appraising and a final performance. This can then be accessed by the music subject lead who can then monitor evidence to ensure progression in skills and expectation through-out the school years is evident.

While genres of music are taught and then returned to through-out the years, progression is evident as the technical difficulty of the songs taught increases for each year group. Pupils are provided with more ambitious songs to learn, sing and accompany. They are expected to expand the range of notes played (pitch, rhythm and tempo), the range of instruments accessed, the vocabulary learned, dynamics and techniques. All this can be seen in more detail on the medium term plan which was developed to match the MMC with support from MAPAS.

Resources

Instruments available to pupils in school are a full class set of glockenspiels and a wide and varied range of percussion instruments including bells, drums, claves, triangles, djembe, tambourines, maracas etc. We have access to a piano and keyboards for 1:1 lessons and have a full class set of ukuleles available for Key stage 2.

Charanga provides a vast range of music to listen and appraise at the start of each lesson to expose children to a culturally diverse array of music and provide a deeper

understanding of the range and genres that exist. Also, via Charanga, there are a variety of applications to use in lessons: Rhythm Grids, Quick Beats, Music Notepad, Percussion writer, Music Explorer and Yu Studio. These apps range in difficulty and so can span all ages. They provide children with the opportunity to learn and develop knowledge of notation, to create beats and repeated loops of beat patterns, create their own music by moving notes on a staff to accompany class songs or to compose with freedom. In UPKS2 pupils have access to a program which supports a beginner friendly online music studio where they mix samples and beats to create their own compositions. Other technology pupils are able to access on the ipads are apps such as garage band and other free online resources.

Primrose Hill has a radio station that can be used to enhance technical knowledge and also to inspire children to develop their skills in music technology to widen their knowledge of careers in music.

Subject Lead

Katherine Cooper has taken over as music lead this year and as part of the development of music within school has accessed support from MAPAS. MAPAS leads have visited school to support the planning and developing of the curriculum using the MMC as a framework to build from. The subject lead has also attended various Charanga online training modules, attended and hosted subject lead meetings to develop knowledge of music in the classroom to support at Primrose Hill in teaching an effective curriculum. This also helped to build a community of local subject leads to link with in future projects, and a series of subject leader meetings have been arranged and which Primrose Hill has agreed to host.

As music lessons are delivered by class teachers, the subject lead has provided training to staff about how to adapt teaching to the new curriculum, however more training is planned for the future. Individual support is offered to teachers on how to deliver Charanga lessons effectively and support documents provided to explain how to access the technology required. Resources have been provided to all staff on the staff shared drive to support knowledge of musical vocabulary, musical knowledge via knowledge organisers for each unit, powerpoints to explain notation, and a variety of links to support teaching.

Inclusion

Music helps children to develop creativity and can be a powerful tool to improve self esteem, mental health and wellbeing. It plays a key role in brain development, motor skills, emotional intelligence and collaboration skills. This is why we believe it is vital that music is accessible and inclusive to all children at Primrose Hill. Pupils with SEND are catered for in terms of adapting the curriculum and provide access to materials to support all learners.

Examples of this access are availability of ear defenders, songs provided in sign language available on charanga units, a range of percussion instruments available to support children with physical disabilities, accessibility for handling instruments eg: ukuleles can be played in a variety of ways (flat on a table and use of a plectrum.) TAs are available to assist in supporting children with specific needs and can take children to quiet areas in school to rehearse. Visual clues and aids, use of technology and specific apps on the ipads can improve accessibility. Musical instruments can be

adapted to support learners with coloured stickers to help remember notes and chords, stands to support physical access, etc. Charanga also has a scheme called “Anyone can play” which provides a separate curriculum that can be accessed if required.

Part B: Co-curricular music (inc Extra-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.

Tuition

At Primrose Hill a group of Year 2 students receive weekly one to one tuition on the piano. Pupil premium data is used to select pupils and is used to fund this. After they have completed their year they are able to continue their development by accessing MAPAS tuition outside of school. School also provides children who wish to continue this learning with their own keyboard (again, funded by the Pupil Premium Grant). In addition to this, any children assessed as greater depth can be referred to MAPAS for extra opportunities.

Children have access to a small music area for 1:1 and small group rehearsals. This can also be used to support SEND children during composing/ improvisation sessions in class to support any need for a quiet space.

Ensembles

Year 5 pupils are our school ensemble currently. They have learned a good repertoire of songs on ukulele which they will be performing for the school and for parents at 2 separate performances. A smaller ensemble of Year 5 ukulele players will be volunteering to also perform at the school garden party for a larger audience.

Performance

All year groups have the opportunity to sing and perform to an audience 3 times a year. Each class performs songs in a class assembly twice a year for parents and other classes and at the end of the year records a video of a performance to be shared to the whole school community via the school website/dojo. This helps to engage parents with music at school. Year 1 perform the Nativity each year giving them the opportunity to learn to sing and perform a range of different songs to their parents, other pupils and teachers in school. Year 6 learn to sing and perform a song in their end of year performance to parents and the rest of the school.

In previous years, we have had a choir who sing at special occasions and to the local community ie: local Church, local care home, local shopping precinct. Sadly this has not happened so far this year due to the staff members having secured other posts in

other schools. We are however looking at this and anticipate that this will be fully in place once more from September 2024. In the meantime, every class in school records a performance video which is amalgamated into a virtual online concert. This concert showcases each class singing and/or playing a song as part of a performance. The completed video is then sent to a range of organisations (including stakeholders) who can enjoy watching this special performance.

The subject lead maintains regular contact with MAPAS and the Greater Manchester Music Hub to receive support for further musical opportunities in school.

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.

This school year, all classes, from EYFS to Year 6 have had the opportunity to experience a live musical performance at least once. In the lead up to D Day celebrations (80th anniversary celebrations) children were taught a variety of 1940s songs through some singing assemblies and through additional singing lessons in class. This built up to a special live concert that was performed by a professional singer named Emma Mawdsley. Children were able to observe and enjoy this live event, while participating with some of the songs they had learnt. It was a great success which inspired pupils and this is something we will be building into future plans to help to increase excitement and engagement with music in school.

Years 4, 5 and 6 were given the opportunity to attend a musical called “I should be so Lucky” at Manchester Opera house. This was outside of school hours and free tickets, coaches and after school care were provided to ensure that as many children as possible had the opportunity to attend, access and enjoy a musical experience in a theatre.

Through our school’s links with the Lowry, children in key year groups are invited to watch live theatre shows. This year, Y6 and Y2 have been to watch such performances. School never charges for these events, instead using its own budget and PPG allocation to help subsidise and support these events. Around December time of each year, the school also teams up with Salford Lads Club to provide our children and their families with a free after-school pantomime.

Throughout the year, children can enjoy the performances of their peers in assemblies and all learn new songs in singing assemblies. Our school’s popular ‘garden parties’ are also ways for the whole-school community to gather together and enjoy time with each other. These garden parties see families bring their own picnics to eat on our field. Singalong music is played to encourage participation, and popular games of ‘rock and roll bingo’ are played. Moving forward, forthcoming garden parties will also feature a concert from at least one professional singer in the hope that the event will be seen as more of a music festival.

In the future

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

Future Plans

'Rise and Shine it's singing time' will be starting in September 2024 to provide another 15 mins of singing in a week, meaning taught music will increase to 1 hour minimum per week.

A school choir or vocal ensemble will start and will perform outside of school in the community. This will be used to develop community links and partnerships.

We will devise an opportunity for another ensemble to form eg: ukulele band after school. Or a technology based music club/ radio station.

We will look into providing more opportunities for music tuition in school and outside of school.

Opportunity to enjoy a live performance at least once a year for all classes. Develop this further by ensuring we have a range of performances inside and outside of school eg: drumming workshop/ performance to develop cultural knowledge and experiences. Continue to develop the current pantomime offer via Salford Lads Club.

Step by step lesson plans, cover sheets and assessment grids that are in line with the rest of Primrose Hill subjects framework will be completed. This will support staff in ensuring all aspects of music are taught well, assessed carefully to allow for good progression and to ensure a consistent approach through school.

Music lead will continue to monitor music as it develops and provide training opportunities for staff.

Write a singing strategy to implement in school. Look at employing an external singing tutor to help run a singing club.

Further information

<https://gmmusichub.co.uk/>

<https://salfordcommunityleisure.co.uk/mapas/>