

Music development plan summary

2024-2025

At Meriden, the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	31/07/2024
Date this summary will be reviewed	01/07/2025
Name of the school music lead	Victoria Massey
Name of local music hub	Heart of England Music

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.

<p>Curriculum – At Meriden CE Primary School, we use Charanga's new model curriculum Music Scheme across the school.</p> <p>Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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
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- 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. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, 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. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Charanga's music scheme has been designed as a spiral curriculum with the following principles:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Charanga Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a weekly discrete lesson usually lasting 45mins.

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
- The inter-related dimensions of music

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Charanga's spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS - At Meriden CE Primary School, Expressive Arts and Design is at the heart of our Early Years curriculum. Children in Nursery enjoy their days singing nursery rhymes and songs, developing their ability to express their thoughts and feelings through music. Through the play-based curriculum we have developed, children have opportunities to play musical instruments and explore sounds independently as well as having discrete lessons each term. Children in Reception develop and deepen their knowledge of nursery rhymes and songs through our whole school scheme, Charanga. This scheme also gives our pupils the opportunity to learn to play the glockenspiel, a skill that is developed throughout their school lives. Musical instruments, including the glockenspiels, are readily available to pupils in reception so they can build on their skills independently during play. Throughout their two years in Foundation Stage, children have ample opportunities to perform songs to the whole school, and to their parents, preparing them to meet their ELG.

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' We use an expert music teacher to deliver a unit of work across the whole year to our Year 4 class, who are taught a whole class instrumental programme for Djembe, samba and ukulele.

As a class, year groups are also taught different instruments i.e. recorders or glockenspiels. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation.

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 strive to remove barriers to learning for pupils with SEND, adopting a positive and proactive approach to ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding enable all pupils to achieve and succeed in music.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and future provision and school development. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil 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.

Part B: 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.

Solihull music hub delivers wider ops music and this whole-class tuition programme has provided high-quality music education, tailored to meet the needs of our pupils in year 4 each year. We focus on the ukulele, Djembe and Samba drums.

Through Solihull Music, we offer small group peripatetic music lessons for singing, guitar, violin and piano, which also provide children with experience of making music. An external music company also

offer piano lessons which are very popular and an increasing proportion of pupils are involved. Whilst these are chargeable sessions, school may pay for instrumental lessons for those pupils receiving pupil premium to ensure that they have the same opportunities as all children.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir; they perform at a massed choir and also at smaller venues throughout the year such as at our annual music evening, the summer fair and other events.

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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to take part in musical performances, such as Christmas plays and nativities, LKS2 Easter performance and UKS2 Summer performance.

Music is incorporated into a variety of activities and events within school, such as weekly musical worship, daily assemblies, classroom routines and special celebrations.

In the future

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

- Provide/arrange CPD to support staff in using the new Charanga scheme. Consider rolling out new scheme from lower year groups to ensure children have understanding to access year group.
- Ensure all year groups are including composition and improvisation elements of the scheme
- Assessment to be evidenced through recording on Seesaw.

Further information (optional)

The school is part of RSSP (Rural Solihull Schools Partnership). The Music Subject Leader participates in termly Subject development meetings.