

Music Development Plan

School: Ecclesfield Primary School

Trust/local authority: Sheffield LA

Local music hub: Sheffield Music Hub

Music lead: Chris Walker

Music specialist (if applicable): Emma Ward (Music Hub)

Headteacher: Jo Eagleton

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	Music Development Plan
1 - Overall objective	<p>Our aim is for the whole school to enjoy learning and experiencing music in every year group. Children should be exposed to a wide range of styles and genres as well being given the opportunity to sing and perform using a range of musical instruments. Music teaching should focus on the creative and emotional benefits of music with theory embedded through practical application.</p> <p>The music curriculum is taught progressively through three interrelated pillars:</p> <ul style="list-style-type: none"> • Technical <ul style="list-style-type: none"> - Competence in controlling sound (instrumental, vocal or with music technology) - Use of a communication system, such as staff notation or guitar tab • Constructive <ul style="list-style-type: none"> - Knowledge of the musical elements/interrelated dimensions of music - Knowledge of the components of composition • Expressive <ul style="list-style-type: none"> - Musical quality - Musical creativity - Knowledge of musical meanings across the world and time <p>The pillars of music are developed through the curriculum which progressively builds pupils knowledge and skills of the following key concepts:</p> <ul style="list-style-type: none"> • Singing (developing pitch, melody, rhythm and control individually and as part of a group) • Listening (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)

	<ul style="list-style-type: none"> • Composing (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation) • Performing (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating) • Musicianship (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)
<p>2 - Key components</p>	<ul style="list-style-type: none"> - Music should be taught in all year groups for at least 1 hour each week. - All year groups will teach from a bespoke curriculum built around Sing Up units and supplemented with units from Charanga and units written by Mr Walker specially to suit the needs to children at Ecclesfield Primary School. - KSI will be introduced to percussion instruments and begin to understand music notation through graphic scores as well as being given the opportunity to compose and perform for other children in the school. - KS2 will learn glockenspiel and ukulele for one half term each year, giving them the chance to build on their knowledge of music notation and gain fluency on each instrument. Performance opportunities will be given throughout the year. - Years Y1, 2, 4 and 6 will receive professional singing lessons from Sheffield Music Hub each week for at least one full term. - Music lessons should last for 35-45 minutes and be supplemented with other musical activities throughout the week. This could take the form of singing in assemblies, singing during class assemblies, music reading comprehensions, songs in maths, songs in foundation subjects or listening and appraising activities shared by C Walker.

	<p>Music should be a key component to all classes and should be experienced by the children in a variety of ways. Below is a list of additional musical activities that were successful in 2023-24.</p> <ul style="list-style-type: none"> - As a stimuli for writing (eg Haunted Mansion Y5, Wonderful World Y4) - To teach times tables or number facts (eg 10x table Y1) - To embed knowledge on core and foundation subjects (eg Ancient Greece Y3) - Music during morning jobs (most year groups, targeted decades in Y5) - Music reading comprehensions (KS2) - GoNoodle activities (whole school) - Music during assemblies (whole school) - Listening activity brain breaks (Line Rider (Y3), Incedibox (Y6), BlobChoir (Y5)) - Singing assemblies
<p>3 - Classroom instrumental teaching</p>	<ul style="list-style-type: none"> - FS and KSI children will be introduced to sound making using their bodies and a range of untuned percussion instruments. They will also be introduced to concepts such as pitch and musical notation, composition and improvisation. - This will be developed in KS2 when pupils learn to play glockenspiels. This new instrument will expand their understanding of pitch and how it relates to formal music notation and instruments. - KS2 will also learn to play the ukulele, developing their understanding from notes to chords. They will also begin to learn about other forms of music notation such as ukulele tablature and chord charts. - Y4, 5 and 6 will complete a music technology unit from Charanga during which they will learn to compose, edit and mix music on a computer DAW.

4 -
Implementation
of key
components

A typical teaching sequence through a unit of work in music will include the following elements:

1. **Listening and appraising activities**

A - Familiarisation with the piece or genre being studied

B - Responding to the music and giving opinions

C - Identifying key elements, features and vocabulary

D - Identifying historical period and comparing / contrasting with other pieces

2. **Musical activities**

A. Warm up games

B. Singing activities

C. Playing instruments

D. Improvisation

E. Composition

3. **Performing**

A. Individual or group

B. Rehearsal

C. Performance

Each music lesson will explicitly teach the interrelated dimensions of music of pitch, structure, texture, timbre, duration and dynamics.

Music Hub Singing lessons

Music Hub teaching is split into three key areas, covered across each term.

First, they will learn about pulse and applying rhythm when singing. They will then look more closely at pitch and understanding how a note's sound can go up and down. Children will also be able to see this in context of a musical score. Finally, children will identify how to physically prepare to sing including a warm up, breath control and posture, in order to make sure they are best prepared for good singing technique. These areas are covered in Y1, 2, 4 and 6 to enable to children to embed their knowledge and build on previous learning.

	<p>Implementation of the music curriculum will take place in a variety of ways including singing lessons 35 minutes in Y1, 2, 4 and 6; music lessons each week for 35-45 minutes; Singing when entering and exiting assemblies; class assemblies; Harvest festival; Easter service, singing assemblies.</p> <p>Music progression is monitored as the whole school performs an End of Year Music Showcase where each year group plays a part (either singing or on an instrument) of a popular song.</p> <p>As well as whole school music teaching, Ecclesfield Primary offers individual guitar and piano lessons, a weekly ukulele club and choir club.</p> <p>For the first time this year, Ecclesfield will be taking a group of children to Sheffield Arena to perform as part of the Sing Up choir.</p>
<p>5 - Communication activities</p>	<p>Children to perform to parents throughout the year. Harvest, Christmas and easter performances as well as Class assemblies. Teachers should take advantage of any other opportunity to share a video of their class singing or playing a musical instrument via ClassDojo.</p>
<p>6 - Evaluation process for the success of the Music Development Plan</p>	<p>Termly staff and pupil voice as well as lesson observations.</p> <p>By the end of key stage 2, pupils should be able to:</p> <ol style="list-style-type: none"> 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 3. Listen with attention to detail and recall sounds with increasing aural memory.

	<p>4. Use and understand staff and other musical notations</p> <p>5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>6. Develop an understanding of the history of music.</p>								
<p>7 - Transition work with local secondary schools</p>	<p>Mr Walker is in communication with the music coordinator from Ecclesfield Comprehensive to organise for some of their musical groups to come and perform for children at Ecclesfield Primary School. Dates are to be confirmed.</p>								
<p>8 - Budget materials and staffing</p>	<p>Music taught by teachers and TA (during PPA). Singing lessons delivered by Music Hub</p> <p>Current Music Spending</p> <table border="1" data-bbox="408 1182 1206 1473"> <tr> <td>Music Hub Singing (full day)</td> <td>£5830</td> </tr> <tr> <td>Charanga subscription</td> <td>£354</td> </tr> <tr> <td>Sing Up subscription</td> <td>£342</td> </tr> <tr> <td style="text-align: right;">Total</td> <td>£6526</td> </tr> </table>	Music Hub Singing (full day)	£5830	Charanga subscription	£354	Sing Up subscription	£342	Total	£6526
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<p>9 - Pupil Premium and SEND provision</p>	<p>PP and SEND pupils join in with music lessons. Teacher discretion dictates whether noise or lack of structure will impact them and will make reasonable adjustments to ensure they are contributing. Often these pupils will find music lessons more accessible as there is less writing and they can be more practical and engaging. Staff are aware of pupils in receipt of pupil premium.</p>								

10 - Summary
Action Plan

State of current music in school (23/24)

Music is being taught in all year groups using either Charanga or Music Hub Teachers.

Whilst it is positive that all year groups are receiving high quality lessons, there is a lack of progression in the singing lessons and many Charanga units are repetitive and do not cover some aspects of the curriculum as much as they could (composition). Also, teacher confidence and skill may decline if music is only taught by the singing teachers.

Staff voice suggests that children are not fully challenged during singing lessons and that teaching can become repetitive when taught for a full year.

Children perform once a year as a class during class assemblies and 3 times in Harvest, Christmas and Easter performances. It would be good to give children more opportunities to perform in front of an audience.

Proposed change in music provision (24/25)

Music Hub half day - 3 classes each week changing each term to give wider coverage across the school. Each term would culminate in children performing a song(s) from the Sing Up library linked to curriculum or time of year in Merit assembly in front of the school.

Music Hub choir - using the choir bolt on would give the school the opportunity to form a high-quality singing group at lunch or after school. The choir could perform in front of the school and parents each term (ideally with paid tickets).

Benefits of Sing Up - Sing up provides all of the premade resources as Charanga for teachers to use but has a wider coverage of composing and focus on performance. It also has a wide selection of songs

linked to curriculum as well as assembly songs and singing assembly planning.

Sing Up also provides resources for instrument learning so a wide range of instruments can be taught across school with greater progression than Charanga currently provides.

The listening activities that Charanga provides will be replaced by free resources sourced by CW and given to teachers during CPD sessions and weekly Music email updates.

Time needed

1 day - CW to plan new MTP for 24-25 and a Music Technology unit for each KS incorporating composition. CW to work with CH to integrate music technology into Computing units.

Equipment needed

- class set of headphones for music technology units. (purchased)

