

GRANGE PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2024/25

 Grange Primary School

Station Road

Long Eaton

Nottingham

NG10 2DU

Headteacher: Mrs Zoe Buxton

Music Lead: Miss Anna Williamson



OUR VISION FOR MUSIC

At Grange Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Grange we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

The objectives of teaching music at Grange Primary School are:

* Children are given the opportunity to perform, listen to, review and evaluate their own and others music across a range of periods, genres and styles.
* Children are given the opportunity to explore musical terms and notations.
* Children are given the opportunity to sing and use their voices to express themselves, create and compose music.
* Children are given the opportunity to learn a musical instrument to enable them to create and compose music with these instruments.
* Children are given the opportunity to understand how music is created and produced.



SELF ASSESSMENT

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| Area  | Category  | Description  | Our RAG rating and comments where applicable |
| Curriculum Music  | Timetabling  | Not all classes receive a regular music lesson each week  |   |
| There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision  |
| There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)  |
| Curriculum design  | Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum  | Enhance the additional aspects, continue to implement school performances and take part in special music events.    |
| There is a whole school curriculum in place for music which covers all parts of the National Curriculum  |
| There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events  |
| Assessment  | We have limited capacity and/or expertise for assessing musical progress  | Set evidence expectations and monitor throughout the year, use staff meeting time to communicate expectations.  |
| Class teachers record progress using video/audio recordings or written notes  |
| Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons  |
| Quality of teaching  | It is uncertain whether all teachers are teaching music to a good standard each week  | Continue to monitor and support throughout the year.  Staff to take part in further CPD.  |
| Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas  |
| Music teaching is consistently good quality throughout school and is monitored and supported well over the year  |
| EYFS music  | It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality  |   |

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|  |  | Music is regularly planned into EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial  |  |
| Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress  |  |
| Whole class instrumental provision  | Whole class  | No whole class instrumental provision is currently in place  | Only children in Year 5 receive whole class instrumental provision |
| Children learn to play an instrument as part of whole class learning during their time in school  |
| Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.  |
| Duration  | Children are given a ‘taster’ on one or more instruments in whole class lessons which is less than one year in duration  | Looking to explore different instruments which will be used to teach each year group throughout the year.  |
| Certain year groups are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. |
| Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year  |
| Singing  | School / KS / Year group singing  | Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.  |  |
| Children sing together all or most weeks as part of a singing assembly or similar  |
| Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.  |
| Choirs  | There are currently no school choirs taking place regularly  | Look into performing at One Voice.  |
| There is at least one school choir which meets regularly led by a skilled teacher  |
| There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events  |
| Instrumental and vocal lessons  | Tuition  | There are limited or no opportunities for children to learn to play an instrument in school  |   |
| Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments  |
| There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision  |

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|  | Whole class follow on  | There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching  | Look into opportunities to continue instrument teaching  |
| There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished  |
| There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this  |
| Ensembles  | There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities  | Look into further opportunities.  Signpost opportunities on our website for musical opportunities outside of school.  |
| Children learning some instruments have the chance to play in a school ensemble which rehearses regularly  |
| A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group.  |
| Inclusion  | Inclusion  | There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability  |  SEND lead to look into Young Sounds UK. |
| School applies for bursaries or finds other ways to support children from low-income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras  |
| All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras. |
| Wider involvement  | Hub participation  | The school generally don’t engage much with the Derbyshire Music Partnership (DMP) or other partner organisations in music  |  |
| There is some level of engagement with DMP with occasional participation in local events  |
|  | The school has strong partnerships with DMP and/or other organisations with regular participation in local events, workshops  |
|  | There is little capacity within school for the music lead or other staff to engage with music CPD  |   |
|  | CPD | Music lead has occasional opportunities to access CPD, other staff only rarely  |
| Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere  |  |
| Links with other schools  | There are currently no musical links with other schools  | Explore links with other schools.  |
| Some links are made with peer schools or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.  |
| Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.  |
| Live music  | There are currently no opportunities for children to experience and enjoy live music  | Continue to offer live music in each academic year.  |
| There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians  |
| All children have opportunity to experience live music over the course of the school year.  |

 MUSIC DEVELOPMENT PLAN

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| Curriculum Music | To read in more detail about the provision for music at Grange Primary School, please visit our music curriculum page on the website. At Grange Primary School, music is taught in class every week and is informed by the model music curriculum (March 2021). Lessons are a minimum of 40 minutes and are taught by class teachers or a music specialist. Teaching is supported by specialist planning and the Music Express scheme of work. This musical learning is further supplemented by weekly singing assemblies delivered by a specialist and through our Grange University Workshops where children have the opportunity to choose music as an option. Children in Year 5 learn an instrument as a whole class ensemble taught by music specialists from the Derbyshire Music Partnership as part of the Wider Opportunities programme. This is funded by our Pupil Premium Strategy funding. Each class learns clarinets for the duration of the year which culminates in a variety of performances to parents.  |
| Co-Curricular/Extra Curricular Music | We have a thriving Key Stage 2 choir which is led by a singing specialist. The choir meets weekly two terms of the year and performs at both the Christmas and the Summer Fair as well as within the local community. Each year Grange runs an in-house talent show, whereby the children are invited to perform their talent during an audition process and finally to an audience. These auditions regularly comprise of singing and instrumental acts. Alongside this, the children have the opportunity to sign up to a musical ‘University Workshop,’ where their musical talents can be further encouraged and enhanced. All wider opportunities are free and accessible to all children.  |
| Musical Experiences | Children will have the opportunity to perform or experience high quality music this academic year. Below is a list of these opportunities: EYFS: All children perform in a Christmas concert.KS1: Pantomime trip (Yr 2), performance from a local dance group, all children perform in a Christmas concert. KS2: Pantomime trip (Yr 3), performance from a local dance group, all children perform in either a Christmas or Summer concert, choir performances at the Christmas and Summer School Fair as well as within the local community, Clarinet concerts (Year 5)  |
| In the Future  | In future years, our Music Development Plan aims to achieve the following: * Introduction of the Charanga programme of learning to meet all components of the Model Music Curriculum as well as ensuring consistency and progression from EYFS to Year 6.
* Introduction of a wider range of instruments to be used to deliver specific objectives from the Charanga/Model Music Curriculum.
* Further development engagement in extra-curricular music for Pupil Premium and SEND children.
* Introduction of further whole class-ensemble projects delivered by a music specialist.
* Further develop performance opportunities for our young musicians throughout the school year.
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 *Written by A. Williamson: Sept 2024*