

Music Development Plan Summary: Ridgeway Primary Academy



Overview:

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Lizzie English
Arts Hub Lead	Beth Carr
Name of local music hub	Leicestershire Music Hub

Part A: Curriculum Music

At Ridgeway, we use the Charanga Primary Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- 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
- 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

Our school music curriculum is also informed by the model music curriculum (March 2021).

Our aim is for children to feel that they are musical, and to develop a life-long love of music. Each class uses the scheme and it is adapted 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 and 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 Primary Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- 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.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

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 discrete lesson usually lasting 45mins, once per week. The children also have a 15 minute singing-practice once a week, contributing to a minimum of 1 hour music teaching per week.

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.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

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 Primary Music 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 - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Model music curriculum - 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 program lasting a minimum of one term. Opportunities for development should continue beyond the mandatory term.' At Ridgeway, the instrument of focus is the glockenspiel.

Adaptation - We recognise that there are children of 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 achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Differentiating the amount of support given depending on the needs of the child

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Resources - We have a range of percussion instruments. There is a central store of:

- instruments from other cultures
- percussion instruments
- xylophones & glockenspiels
- keyboards & a piano
- Songbooks and Christmas Production packs
- CDs
- music stands

- Guitars
- Out of the Ark resources
- Young Voices resource

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).

Part B: Extra-curricular and Musical Enrichment

Children at Ridgeway have a wealth of extra-curricular opportunities and access to musical enrichment. These include, but are not limited to, Young Voices choir, Christmas Choir, 1:1 and group tuition (piano, guitar, strings, woodwind), musical theatre visiting performances, musical theatre external performances, musical events with local secondary schools and local theatres.

Part C: Musical Experiences

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 experience live musical theatre and to take part in musical performances, such as Christmas plays and nativities, UKS2 Summer performance, and Arts events.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts e.g. Art, PE, English.

The music lead runs two separate choirs throughout the year, one which attends Young Voices and another which performs in a public concert during Christmas.

We offer musical tuition to children in piano, woodwind, strings and guitars. Music lessons for children with pupil premium can be fully subsidised by FOR A and this is well advertised to parents.

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

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment program and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

Part D: In the Future

Performance opportunities – broaden the range of performance opportunities for children in

school and beyond for parents to attend: e.g a Spring Evening of Music Concert – for visiting music teachers’ students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

Musical engagement with feeder secondary schools.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising inschool from performances etc.)