



# Music development plan summary: St. Michael's CE Primary School, Winterbourne

## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	January 2025
Name of the school music lead	Sariah Ithier
Name of local music hub	West of England Music Alliance

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 St. Michael's Primary School learning about music, developing sensitive and critical listening skills, creating and performing music, and understanding the role of music in history and contemporary society are all vital ingredients in the education of every student.

Children learn in many different ways. Music allows them to express themselves in a unique way, which motivates their learning and helps build their self-confidence. Music provides an outlet for creativity that is crucial to a child's development.

Our school follows a music progression scheme (attached) to ensure that coverage of knowledge and skills is developed sequentially throughout the school. This fulfils the statutory requirements of the National Curriculum and the DFE's Model Music Curriculum. We also use 'Charanga' lessons to enhance our music lessons.

Every class is taught a minimum of two music units throughout two terms of the year. Music is taught as a discrete lesson usually lasting 45 minutes. Over the course of a unit, the lessons taught will include singing, exploration, composition, performance, listening, reflecting and appraising a variety of music pieces and their own music. Music lessons can

be exciting but challenging at the same time. It gives them something to strive for and to keep developing.

Every year, in term 6 of the summer term, we have a whole school Arts term. The whole school have a stimulus to use as a starting point for cross curricular work, particularly creative subjects such as art and music. This unit allows for the children to be expressive and imaginative. It is another opportunity for a sequential set of music lessons.

In addition to the two discrete music units and the arts term, we provide weekly, short burst music opportunities for singing, games with notation flash cards, listening and appraising music. Every term the children have many opportunities to listen, reflect and appraise a wide range of recorded music drawn from different traditions and from great composers and musicians. This diverse range of music offers the children a deeper understanding of the history of music and enriches their cultural expression.

We love singing at St. Michael's and we value the importance on building the children's song repertoire. Our aim is that all children learn a minimum of 18 new songs by the end of each academic year. Every term each class learns a song linked to their learning and the whole school are taught two new assembly songs every short term as well.

Also, as part of our curriculum, Year 3 learn to play the recorder as a class during the year. In doing so they start to understand notation, explore creating different notes, as well as how to devise and read their own musical scores and basic notation. We are then able to build on the children's understanding of notation across Key Stage 2 using either recorders, glockenspiels or boomwhackers. In addition, using the school laptops the pupils are encouraged to use 'Charanga' to further develop their compositions and instrumental sounds. In previous years (budget depending) Year 4 have also been taught to play the ukuleles as a class.

We teach music in the Early Years Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts and Design: Being Imaginative and Expressive. The children have daily opportunities to play musical instruments in the EYFS area.

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

Children that are showing a greater depth understanding in music are pushed further and provided with the experience of teaching others, for instance when they discuss their skills with peers and staff, or show others how to read music or play their instrument. We recently had a pupil that would play the piano to accompany the children singing hymns in service.

Formative assessments are recorded by each class teacher on their music hub displayed in their classroom. At the end of each year, each teacher makes a summary judgement about the musical skills and development of the pupils and class as a whole. This information is passed on to the next class teacher to allow them to ensure continuity and progression across the year groups.

## Part B: Music Tuition and 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.

We have peripatetic music teachers that offer the opportunity for children to learn to play the guitar and violin. We are currently exploring offering flute lessons as well. Instrumental lessons are taught throughout the school day and lessons are taught either individually or grouped into small groups based on ability in a designated room. The weekly lessons are either 20 or 30 minutes. Lessons are available to children of all year groups. The children are invited to perform their instruments to the whole school in assemblies. Children are encouraged to work through the graded syllabus of national accredited music examinations. Pupil Premium children are entitled to receive free instrumental tuition. The cost for instrumental lessons can range between £77.95 to £232.50 each term depending on whether your child wants to learn in a group or individually. To find out more information or book your child to receive instrumental lessons, please visit this website:

<https://wema.org.uk/young-people-and-families/learn-to-play-a-musical-instrument/>

We have a school choir, made up of children from Year 2 to Year 6. This is a free after school club taught by the music leader in the school, Sariah Ithier. During the course of the year, the school choir have many opportunities to perform in whole school assemblies, sing at the Christmas fayre, perform at school and community events at St. Michael's church and more.

## 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.

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

Every week there is a 30 minute KS1 and separate KS2 singing assembly. This is an opportunity for children to build on their song repertoire. We encourage an age appropriate repertoire of songs of different styles and genres. This allows them to further explore their voice and sing expressively using the interrelated dimensions of music, e.g. dynamics and pitch.

Most playtimes we play music using a boombox speaker for the children outside. The children enjoy singing and choregraphing dances to the songs. We also encourage the

children to continue their music exploration outside using loose parts. For example, exploring how sounds change on different surfaces.

Across all key stages, children have opportunities to experience live music from the following below:

1. Much to the children's delight, staff ensembles have performed to the whole school (flute, recorders and boomwhackers).
2. Parents and visitors from the community are also invited to play their instruments to the children every year.
3. The local secondary school, Winterbourne Academy invite pupils to watch shows by the secondary pupils.
4. The whole school visit Bristol Hippodrome to watch the Christmas Pantomime every year.
5. Most years we invite a travelling theatre company to perform a play to the whole school. We recently had Hobgoblin Theatre Company perform 'The Wizard of Oz'. We used this as a stimulus for cross curricular work.
6. Last year we had a funk band perform to the whole school. Depending on budget we hope to continue to book a yearly professional ensemble to perform to the whole school.

The children also have opportunities to take part in musical performances, such as Christmas plays and nativities, LKS2 Easter service, KS2 carol services, UKS2 summer performance and arts focused outcome events.

We also have a yearly, 'St. Michael's Has Got Talent' show. This is an opportunity for children to nominate themselves to audition and perform to the school their talent, instrument or sing.

Every term a different class presents to the whole school in a Praise Service what they have learnt in their music lessons and performs their class song using instruments and voice.

The overall provision is diverse, valuing all musical styles, genres and traditions equally. This is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and specialist tuition. Parents and carers also actively support music making both at school and through home learning.

## In the future

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

We aim to further develop:

1. How parents/carers are informed about the successes in music.

2. Work in partnership with local primary schools.
3. Continue to provide opportunities for the children to sing and perform in the community.
4. Increase the number of students taking instrumental lessons, especially Pupil Premium children.
5. Teachers gaining confidence in delivering high quality music lessons and prioritising frequent music opportunities for the children.

## Further information (optional)

St. Michael's is supported by The West of England Music and Arts Hub (WEMA). This is a music and cultural music hub for Bath, North East Somerset, North Somerset and South Gloucestershire: <https://wema.org.uk/>

The following link is a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school:

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>